MODERATING ROLE OF MANAGEMENT SUPPORT IN THE RELATIONSHIP BETWEEN HUMAN RESOURCE PRACTICES AND EMPLOYEE PERFORMANCE: A STUDY OF ACADEMICS IN NIGERIAN POLYTECHNICS

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ABSTRACT

Organisation performance centres on human resource because it has the skills, knowledge and competencies required for the execution of organisational strategy and planning. Considerable numbers of HRM research have indicated positive effects of HR practices on employee performance. Nevertheless, some other studies indicate otherwise, which suggests that findings of the extant research are seemingly inconclusive. Thus, this study investigated the effect of HR practices involving recruitment and selection, training and development, compensation, performance appraisal, and succession planning on employee performance with management support as a moderator. A cross-sectional survey approach was used in which data were collected from 424 employees of six state-owned polytechnics in the north central zone of Nigeria. Partial Least Squares Method (PLS) algorithm and bootstrap techniques were used to test the study's hypotheses. The results provided support for all the hypothesised relationships, except compensation-employee performance relationship and performance appraisal-employee performance relationship. The overall findings signified a positive effect of recruitment and selection, training and development, and succession planning on employee performance. The finding indicated that effective HR practices (recruitment and selection, training and development, and succession planning) enhanced employee performance; thus, organisations should entrench such HR practices in an effective manner. Besides, competitive compensation system, performance appraisal and succession planning weighted with management support would enhance employee performance, given that management support is recognized as a constant driver of employee creativity and innovation. Also, employee performance can be improved through management support because it gives employees a sense of involvement necessary for inspiring creative ideas, discovering new opportunities and converting them to action without losing efficiency at work. Limitation and recommendations of the study are also discussed.

Keywords: employee performance, HR practices, management support, Nigeria.

ABSTRAK

Prestasi organisasi tertumpu kepada sumber manusia kerana manusia mempunyai kemahiran, pengetahuan dan kecekapan yang diperlukan untuk melaksanakan strategi dan perancangan organisasi. Sejumlah besar kajian HRM menunjukkan kesan positif amalan HR terhadap prestasi pekerja. Walau bagaimanapun, kajian lain menunjukkan dapatan sebaliknya, yang mencadangkan bahawa penemuan penyelidikan masih belum muktamad. Oleh itu, kajian ini menyiasat kesan amalam HR yang melibatkan perekrutan dan pemilihan, latihan dan pembangunan, pampasan, penilaian prestasi, dan perancangan penggantian terhadap prestasi pekerja dengan sokongan pengurusan sebagai penyederhana. Pendekatan kaji selidik rentas telah digunakan di mana data dikumpulkan daripada 424 orang pekerja di enam institusi politeknik awam di zon utara-tengah Nigeria. Kaedah algoritma *Partial Least Squares Method* (PLS) dan *bootsrap* digunakan untuk menguji hipotesis. Dapatan menunjukkan sokongan untuk semua hubungan hipotesis, kecuali hubungan pampasan-prestasi pekerja dan penilaian prestasi-prestasi pekerja. Penemuan keseluruhan menunjukkan kesan positif perekrutan dan pemilihan, latihan dan pembangunan, dan perancangan penggantian terhadap prestasi pekerja. Dapatn kajian menunjukkan bahawa amalan HR yang berkesan (perekrutan dan pemilihan, latihan dan pembangunan, dan perancangan penggantian) meningkatkan prestasi pekerja; oleh itu, organisasi perlu mengukuhkan amalan HR yang berkesan. Di samping itu, sistem pampasan kompetitif, penilaian prestasi dan perancangan penggantian dengan sokongan pengurusan akan meningkatkan prestasi pekerja kerana sokongan pengurusan diiktiraf sebagai pemacu kreativiti dan inovasi pekerja yang berterusan. Selain itu, sokongan pengurusan dapat memberikan para pekerja rasa penglibatan yang diperlukan untuk menyumbang idea-idea kreatif, menemui peluang-peluang baharu dan melaksanakan peluang-peluang berkenaan tanpa mengurangkan kecekapan di tempat kerja. Batasan dan cadangan kajian turut dibincangkan.

Kata kunci: prestasi pekerja, amalan HR, sokongan pengurusan, Nigeria.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

HEI	Higher Education Institutions
SHRM	Strategic human resource management
HRM	Human resource management
OECD	Organization for Economic Cooperation and Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Higher education is a term that is synonymous with tertiary education, which also refers to post-secondary education offered in the institutions of higher learning. In the context of Nigerian education system, Adeniyi and Taiwo (2011) described Higher Education Institutions (HEI) to involve universities, polytechnics and colleges of education. Generally, HEI refers to the form of education attainable after the secondary education. Higher education, since the end of World War II, has passed through various evolutionary processes, and many issues have come up along the line.

Those issues involve sovereignty and accountability, the effect of technology, the increasing effect of markets and privatization of higher education, the effect of research and teaching, several efforts taken towards the restructuring of curriculum, and substantial development of higher education systems in many countries. Different kinds of higher education are offered worldwide, and they have shared common historical origins, but influenced by national cultures and circumstances of each country that offer them. HEI as defined by Asiyai (2014) is referred to post-secondary or tertiary education, is the education given after secondary education in colleges of education, monotechnics, polytechnics and university and these institutions offering correspondence courses.

African Higher Education is acknowledged in their form, having the lowest knowledge generation, accessing and dissemination capacity in the world with an ineffective innovation capacity (Onuka & Adams, 2012). More so that African higher education flourished in the 60s and 70s and started changing for the worse in the late 1970s which implies that poor performance is not a foundational characteristic of African higher education condition to Qualitative measure (Onuka & Adams, 2012).

In Africa today, Nigeria has become one of the largest countries in terms of population, its entire population size is nearly twice the population of Ethiopia and Egypt, as both countries are next to Nigeria in terms of population size (Clark, 2013). Given the statistical fact, Nigeria is rapidly growing, as 63 per cent of the population are under the age of 24, on average, annual growth rate stands at 3.24 per cent, and a full semi percentage point higher than the African average (Clark, 2013).

Higher Education Institutions has assumed the important status in the globe in general and Nigeria in particular (Nura, 2014). Possibly, the achieved feat is due to the wearisome task of preparing the youth to living a focussed life in the course of fitting arrangement and execution of the institutions' core curriculum (Nura, 2014). The education aspect and possibly some pronounced research play crucial roles in the growth of nation, mostly in human capital development (Nura, 2013). Based on this, Adeogun, Subair and Osifila, (2009) canvassed for provision, administration, transformation, and investment in higher education, given the fact that education particularly the tertiary education is a pivotal for social and economic development. Correspondingly, it is apparent that, the entire intellectual and professional spheres of a nation are contingent upon all-encompassing higher education, most especially, university education that produce quality graduates to the society (Nura, 2014).

Polytechnic is anticipated to contribute to national development through manpower training, inculcate appropriate contribution to the continued existence of people and society, and enhance the intellectual potential of people (Nura, 2014). Polytechnics constitute about 47 per cent (Education, n.d) of HEIs in Nigeria. However, there is slight evidence to show how HR practices influence on performance in HEIs in Nigeria, mainly the polytechnics (Babagana, 2014). Nearly all the public and private higher education institutions are passing through evolutionary process to become global actors, sequel to the trend in many other industries (Naidoo, 2006; Mitchell, & Nielsen, 2012).

The effectiveness of any institution relies, to a great level, on how successful human resources are made use of. Higher education institutions (HEIs) academic staff are the main elements of educative mechanisms especially in achieving excellence. Consequently, the extent of success in educational system in one way or its failure on the other hand lies on the lecturers. It is the academic staff of HEIs that translate the theoretical educational curriculum of any country into practical and real learning experiences through the process of teaching and research (Aguba, 2004). Their quality job performance enhances adequate learning and credible output through the achievement of the institutional goal (Mbon, Etor & Osim, 2012).

One of the major elements of organizational success rests on its employee's performance (Furst, 2009). However, the important issues are how to improve employees' performance which is related to survival and development of business that it can sustain (Al Qahtani, 2013). Research findings have established that perpetual existence of any organization is attached to high productivity and performance of the workers of such organization. Workers' performance is crucial to the enhancement of morale and performance of the work group. Moreover, it has been posited that performance can be improved via workers' assessment. This study therefore, investigates the effect of human resource practices on employees' performance, with moderating effect of management support on this relationship.

The issues related to poor performance of academic staff such as examination malpractices (Oche, 2012; Attachegbe, 2013; Inam, 2014; Petters, & Okon, et al., 2014; Anzene, 2014; Suleman, Gul, Ambrin & Kamran, 2015). Mass failures in examination (Clark, 2013; Kola, 2014). Losing Accredited programmes (NBTE assessment evaluation). Series of academic staff industrial strikes and brain drain (Enoh & Ogba, 2009; Adefusika, 2010; Okemiri, 2010; & Okoro, 2014). Among others are some of the problems faced in State owned Polytechnics in Nigeria. Furthermore, irregular attendance of classes by some lecturers, rushing students in lecture while examination has drawn nearer, threatening and intimidating female students by some male lecturers, arbitrary marks allocation based on purchase of reading materials, delay in marking and realising of examination results, illegal sexual intercourse in exchange of grade and exchange of money for award of marks have also been frequently reported and analysed in the media (Taiwo, et al., 2014; Balogun, et al., 2013; Adamu, 2012; Ademola, Simeon, & Kingsley, 2012; Official BongoLife, 2012; Akaab, 2011; Justina, et al., 2011). The reverse is the case in the private owned polytechnics in Nigeria, academic staff in the polytechnics owned by the private individuals felt more contented than their colleagues in the public polytechnic in respect of monetary reward which drive their job performance and contribute to quality assurance (Mbon, Etor & Osim, 2012). Private polytechnics are well financed and managed; lecturers tend to perform well on the job, these make them more efficient than lecturers in Public polytechnics (Mbon, Etor & Osim, 2012).

However, some lecturers are not devoted to their teaching profession. Lecturers' commitment enhances students' confidence in taking examination without seeking for any kinds of assistance, the incompetency of the Nigerian lecturers has adversely affected the effective implementation of the curricula and teaching of the syllabi contents and consequently poor performance of the students, because lectures' skills and attitude affect the quality of teaching (Adeyegbe, 1993). Moreso Suleman, et al. (2015) asserted that poor morale and economic depression of supervisory staff are also some of the causes of examination malpractices. In addition, Anzene (2014) opined that poor teaching and learning among others constitute part of what is contributing to examination malpractices.

Moreover, lecturers' bad attitude such as irregular attendance of classes, rushing students in lecture while examination has drawn nearer, threatening and intimidating female students by some male lecturers, arbitrary marks allocation or award based on purchase of reading materials, delayed in marking and realising of examination results, illegal sexual intercourse in exchange of grade and exchange of money for award of marks have been reported and analysed in the media (Taiwo, et al., 2014; Balogun, et al., 2013; Adamu, 2012; Ademola, Simeon, & Kingsley, 2012; Official BongoLife, 2012; Akaab, 2011; Justina, et al., 2011). All the afore-mentioned anomalies are reflections of poor performance of the lecturers.

Furthermore, in a report by International Centre For Investigative Reporting (ICIR) (2017), Executive Secretary of Tertiary Education Trust Fund (TETFUND) revealed that 90% of lecturers' research proposals are very poor and un-fundable, eight years after the TETFUND has been established, it has given out N3billion National Research Fund (NRF) to enhance research activities in tertiary institutions, but only N1.72billion of the fund has so far been accessed by lecturers due to the poor quality of research proposals (ICIR, 2017). This signifies poor performance of lecturers.

Similarly, Bamiro, committee member of TETFUND, while talking on the poor turnout of Nigerian lecturers to accessing the research grant, noted that less than 100 proposals were received when applications were invited for grants, less than 10 of the proposals were fundable due to their poor quality. This indicates the level of lecturers' poor performance (ICIR, 2017).

1.2 Problem Statement

The success of an organization has been attached to several factors. However, of all these factors, employees are the most crucial factor (Koshy & Suguna, 2014). The reason is that employees play a fundamental role in accomplishing organizations' objectives (Koshy & Suguna, 2014). In a bid to accomplish the objective of the Nigeria Vision 2020, the Federal Government of Nigeria under the leadership of the then President Goodluck E. Jonathan has initiated Transformation Agenda aimed at making Nigeria as one of the world's top 20 economies by year 2020. Among the key drivers with which Nigeria transformation agenda can be realized is human capital development. He observed that education has become a recognized driver that has the capability of unravelling the country's vast potentials and attainment of the administration's transformation agenda (Jonathan, 2012).

Since education has been identified as a major ingredient for actualizing the Nigeria transformation agenda, it requires that the workforce in this sector demonstrates a high performance in the delivery of service to the stakeholders (Kura, 2012). This implies that the management of higher education institutions (polytechnics) should address and manage issues related to academic staff effective performance (Kura, 2012). This will go a long way to reduce, if not stopping, the educational sector from further deterioration.

In addition, during the inaugural speech by President Muhammadu Buhari on 29th May 2015, He emphasises on restoration of effective performance in public sector, he indicated that the government will endeavour to restore and reorganize the public service, in order to enhance its effectiveness and service. This is a clear indication that there is poor performance virtually in all sectors; education sector inclusive.

A good number of empirical studies have been carried out in Nigeria to examine different factors that influence employee performance in public and private sectors. However, most of the studies mainly focused on the private sector (Agba, Mote & Agba, 2013; Agwu, 2013; Odunlami & Matthew, 2014; Ojo, 2009; Oluigbo & Anyiam, 2014; Onuka & Ajayi, 2012), with few studies conducted within the public sector (e.g. Abdulsalam & Mawoli, 2012; Ojokuku, 2013; Owoyemi & George, 2013; Tabiu, & Nura, 2013; Nura, 2014). Although the Polytechnics are among the higher education institutions (HEIs) in Nigeria, research on them has eluded the scholars for a long time (Babagana, 2014). This indicated that there is shortage of research on employee performance in the public sector even within the Nigeria context when compared with studies on private sector. Hence there is need for more researches on public sector employee performance in Nigeria (Nura, 2014; Babagana, 2014).

Furthermore, within the public sector, studies such as Tabiu and Nura (2013); Abdulsalam and Mawoli (2012); Olurunsola (2012); Walumbwa (2011); and Gbererbie (2010) have been conducted to examine the effects of some factors on employee performance. In addition, Kemayel (2015) recognized internal and external factors as success factors of performance.

However, nowhere is the problem about human capital more severe than in Polytechnics, there is shortage of managerial expertise, and resources has constrained many of the polytechnics as indicated earlier. Acquiring resources and expertise is not only fundamental to a firm's survival, but it also enhances its ability to navigate the business environment (Amankwah-Amoah & Debrah, 2011).

Establishing it further, high level of productivity, higher performance and competitive advantage do come about through the instrumentality of employees who are equipped with the required skills, knowledge and competencies needed for the execution of organizational strategy and planning (Fu, 2013; Ismail, Abdul-Halim & Joarder, 2015). Therefore, HR practices constitute a source of sustainable competitive advantages for the organizations, and consequently enhance organizational performance (Choi, 2014; Choi & Lee, 2013; Demirbag, et al., 2014; Fu, 2013; Shin & Konrad, 2014 etc.).

Furthermore, HR practices, consisting recruitment and selection, training and development, compensation, performance appraisal and succession planning, are considered best practices which have been 'tested and trusted' and can be applied across all industries and countries, because these practices have consistently lead to higher individual and organizational performance (Werner, 2011) indicating a linear causal relationship between the practices and performance.

Based on the above discussion and underpinned by Ability-Motivation-Opportunity (AMO) model and the suppositions of Posthuma et al.'s (2013), this study selects recruitment and selection, training and development, compensation, performance appraisal and succession planning. In addition, succession planning was introduced as a new variable in this study, given that succession planning garnered little research attention while organizations often engage in it. Hence, it is recommended that its impacts on performance should be examined and be included in the HRM system (Posthuma et al., 2013).

Moreover, the existing literature (e.g. Katou, 2012; Tabiu, & Nura, 2013; Nura, 2014; Andrew, 2014; Kepha, et al., 2014; Amin, et al., 2013; Khan, 2012; Jagero,et al., 2012; Sultana, et al., 2012; Falola, Osibanjo & Ojo, 2014; Oluigbo & anyiam, 2014; Samuel & Esther, 2013; Sopiah, 2013; Hameed, Ramzan & Zubair, 2014; Rizal, Idrus & Djumalur, 2014; Cappelli & rogovsky, 1998; Aroosiya, & Ali, 2014; Chieng, Ochieng & Owuor, 2014; Mir & Ahmed, 2014; Owoyemi & George, 2013; Babagana, 2014) has established positive effect of HR practices on firm performance.

Yet, advancing the field of knowledge further and attaining much more profound insights about the HRM-performance connection is considered worthwhile (Ismail, Abdul-Majid, & Joarder, 2017). Moderating variables do have impacts on the HPWS-Performance nexus since the context within which firm operates and the strategic orientations of firms have bearing on the application of HR practices and its effect on the performance (Ismail, Abdul-Majid, & Joarder, 2017), and the role of the HR department is predicted by the situations of the organization regardless of the size of the organization, because the strategic orientations of firms have bearing on the application of HR practices and effect on performance (Teo, Le Clerc & Galang, 2011). HR practices can be destructive or helpful because failure or success of HR practices depends on internal and external boundary conditions (Chadwick, Way, Kerr & Thacker, 2013).

According to Ismail et al. (2017), numerous studies have established positive effect of HR practices on performance, but it could be stated that HR practices-performance relationship is contingent on organizational factors or environmental factors, Failure or success of HR systems can hinge on boundary conditions. Thus, the authors enjoined the future researchers to investigate the boundary condition on which HR practices-performance relationship hinges. In addition, the position of Hair et al. (2013), which states that when the effect of an exogenous variable on an endogenous variable is hooked on the values of another variable, then, there is a presence of moderating effect in which such variable moderates the nexus between the exogenous variables and the endogenous variable, has been highlighted by the fact that internal organizational context has influence on success of implementation of management practices.

Investigating moderating factor in a causal research model can yield thoughtful implications to research and offer deeper perspective on what can represent generalizable findings and commonly-held views in SHRM research field, and thus enrich the theories (Goldsby, Knemeyer, Miller, & Wallenburg, 2013).

Given all these facts, it is imperative to examine whether HRM-performance nexus is contingent on another variable, because investigating the factor that exerts influence on the strength of the link between HR practices and employee performance would produce deep implications to HRM research field.

Therefore, this study introduces management support as moderating variable to examine its influence on the strength of the link between HR practices and employee performance, as this would produce deep implications to HRM research field. The choice of management support as moderator is underpinned by the fact that management support gives employees a sense of involvement and contribution that would in turn inspires creative ideas, discovering new opportunities and converting them to action without losing efficiency at work (Calantone, Cavusgi & Zhao, 2002). Given this, the importance of management support cannot be over-emphasized. Quite numbers of research (e.g. Amabile, Conti, Coon, Lazenby & Herron, 1996; Oldham & Cummings, 1996; Song, Kolb, Lee & Kim, 2012) have provided evidence that management support is a predictor of discretionary behaviours. To substantiate this, Oldham and Cummings (1996) in their research, found that supportive management makes a significant contribution to the number of patent disclosure workers.

This is consistent with numerous empirical studies (e.g., Prieo-Pastor & Martin-Perez, 2014; Mihalache, 2012; Jiatao Li & Yi-Tang, 2010; Finkelein & Hambrick, 2013; Yunus, et al., 2013; Khalid., et al, 2012; Sawang, 2010) which adopted management support as a moderating variable.

In addition, to the best of researcher's knowledge, there is a dearth of empirical, studies on HR practices-employee performance relationship with management support as moderating variables. The literature survey has shown that this is first time management support will serve as a moderator in the link between human resources management practices and employee performance.

In short, it has been argued in this section that the polytechincs in Nigeria suffer the problem of poor employee performance. Also, as against other factors or predictors, the selected HR practices have been proven to be best practices that have been 'tested and trusted' and can be applied across all industries and countries, because the practices have consistently lead to higher individual performance. Also, it has been posited that introducing management support as moderating variable in the link between HR practices and employee performance would advance body of knowledge and produce deep insights to HRM research field.

Therefore, the current study examined the impact of HR practices (recruitment and selection, training and development, compensation, performance appraisal and succession planning) on employee performance. This study also examined the moderating effect of management support on the relationships between the selected HR practices and employee performance in in the state-owned Polytechnics in Nigeria.

1.3 Research Questions

Based on the discussion on the need for this study, the general research questions are:

1. Does recruitment and selection influence employee performance?
2. Does training and development influence employee performance?
3. Does compensation influence employee performance?
4. Does performance appraisal influence employee performance?
5. Does succession planning influence employee performance?
6. Does management support moderate the relationships between recruitment and selection, training and development, compensation, performance appraisal, succession planning, and employee performance?

1.4 Research Objectives

Generally, the objective of this study is to examine the influence of human resource management (HRM) practices on employee's performance in the state-owned Polytechnics in Nigeria. Other specific objectives include:

1. To examine the effect of recruitment and selection on employee performance.

2. To examine the effect of training & development on employee performance.
3. To assess the effect of compensation on employee performance.
4. To investigate the effect of performance appraisal on employee performance.
5. To examine the effect of succession planning and employee performance.
6. To examine whether management support moderates the relationships between recruitment and selection, training and development, performance appraisal, compensation, succession planning, and employee performance.

1.5 Scope of the Study

This study examined the effect of HRM practices on employee's performance in State-owned Polytechnics (State-owned Polytechnics are the polytechnics owned by the state government) in Nigeria. Specifically, the study investigated six Polytechnics in the North Central geopolitical zones of Nigeria. North Central geopolitical zones, which is also referred to as Middle belt, was chosen because it constitutes an important portion of Nigeria, indicating that this part of the country is a replica of other geopolitical zones in Nigeria in which it serves as a base for people from different parts of Nigeria.

The zone comprises the following states: Niger, Kwara, Kogi, Plateau, Nassarawa, and Benue. All Polytechnics in Nigeria are regulated under the same law and the same body that is National Board for Technical Education (NBTE). State owned Polytechnic was selected in each state under North Central geopolitical zone. This includes: Niger State Polytechnic Zungeru, Kwara State Polytechnic Ilorin; Kogi State Polytechnic Lokoja; Plateau state Polytechnic Bariki Lade; Nassarawa State Polytechnic Lafia; and Benue state Polytechnic Ugbo kolo. Only the Academic Staff will be considered in the unit of analysis of the study because the focus of the research is on poor performance of academic staff in State owned polytechnics in Nigeria.

1.6 Significance of the Study

It is expected that this study will make several contributions to employees' performance literature. It will reveal the effect of HRM practices on employee's performance in Nigerian Polytechnics. The study will contribute to the existing literature by signifying the influence of HRM practices on employees performance, In addition to theory and literature development, it will also provide insight into the mechanisms for enhancing employee's performance in Nigeria Polytechnics. Findings of the study will serve as a guide and compendium for development of human capital policies, management practices and management development programmes. This study will also reveal the issues related to ineffective performance, such as examination malpractice, mass failure in examination, losing accreditation of programmes, series of academic staff strike, brain drain, irregular attendance of classes by some lecturers, threatening and intimidating female students by some male lecturesr, arbitrary award of marks based on purchase of hand out, exchange of sex for grade and exchange of money for marks among others, which if addressed will reduce the further deterioration of the educational system in Nigeria.

1.7 Definition of Terms

This section contained the definitions of the key terms used in the current study, as this will simplify the understanding of the sontents of the study.

Table 1.1
Definition of Terms

Key Terms	Definitions
Performance	This refers to the indicators that appraise how well the enterprise accomplishes its objectives (Ho, 2008).
Employee Performance	Employees Performance: Individual Work Performance (Koopmans et al., 2011) according to Campbell (1990) behaviors or actions that are relevant to the goals of the organization. Thus, individual work performance (IWP) focuses on behaviors or actions of employees, rather than the results of these actions.
Human Resource Management (HRM)	HRM involves a set of practices and policies directed at effective management of all employees in the organization so as to accomplish organizational goals (Byars & Rue, 2006).
Training & Development	Training, and Development; as defined by Bohlander and Snell (2009) as providing for employees' systematic competence acquisition and to stimulate continuous learning and knowledge production (Borges-Andrade, Abbad & Mourão, 2006; Dutra, 2001 Lievens & Chapman, 2010). Development it is concerned with the enhancement of a worker's personal collection of knowledge, skills, and abilities (KSAs). (Truss, Mankin, & Kellither, 2012).
Compensation	Compensation; according to Bohlander and Snell (2009) rewarding employees' performance and competence via remuneration and incentives (Dutra, 2001).
Management	Management is the process of drawing up and upholding an environment in which workers working collectively in groups, effectively attain the selected goals (Koontz, 2010).
Performance Appraisal	Perfomance Appraisal; means evaluating employee's performance and competence, supporting decisions about promotions, career planning and development (Bohlander & Snell, 2009; Dutra, 2001).
Recruitment & Selection	Recruitment; is viewed as looking for employees, encourage them to apply, and select them, aiming to harmonize people's values, interests, expectations and competences with the characteristics and demands of the position and the organization (Armstrong, 2009; Bohlander & Snell 2009). Selection, according to Bohlander and Snell (2007), involves an act of decreasing the number and selecting from among those job applicants who have the pertinent qualifications.

Table 1.1 (Continued)

Key Terms	Definitions
Succession Planning	Succession planning; according to Darvish and Temelie, (2014) is a process ensuring organizations that their required personnel are employed, and they are trained and developed for filling key positions in the organization.
Management Support	Management Support; is viewed as the provision of the instruments and the resources by the firm for the workers to accomplish novel work, for the coordination of effort and knowledge to develop good work behaviour (Cabrera, et al., 2006).
Higher Education Institutes (HEI)	HEI is refer to those academic institutions saddled with the responsibilities of ensuring national development, inculcating ethical values, promoting scholarship and intellectual activities conducting researches and community services and, ensuring national integration and international interaction, HEI in Nigeria covers the universities, polytechnics and colleges of education (Adeniyi & Taiwo, 2011).

1.8 Organization of the Thesis

This research comprises five chapters Chapter 1 involves the introduction, statement of problems, research questions, research objectives, scope and significance of the study.

Chapter 2 presents the general overview of employees' performance these will include definition, dimensions of employee performance, task performance, contextual performance, measures of employee performance, and conceptual meaning of human resources practices. The chapter also focuses on reviewing relevant literature on recruitment and selection, training and development, compensation, performance appraisal, and succession planning. Therefore, the chapter will be a review of empirical findings and methods as to the relationship between recruitment and selection, training and development, compensation, performance appraisal, succession planning, and employees' performance. The underpinning theory, research framework, moderating role of management support, and was concluded by chapter summary.

Chapter 3 enlightens introduction, nature and philosophy of the study, hypotheses development, research design, and population of the study, sampling design, sample size, sampling techniques, estimating expected response rate, questionnaire design research instrument and pilot test. Finally, the chapter discussed the methods of data analysis such as descriptive statistics and inference statistics and PLS-SEM approach and PLS-Graph where used in the analysis and presentation of results.

In chapter four, descriptive analysis of the respondents for this study, practical results, key findings, test of hypotheses of the study were discussed. Finally, chapter five offers discussions of findings, limitations to the study, directions for future research, suggestions for practice, and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, relevant literatures to the study are surveyed. Specifically, the chapter discussed the concept of employee performance and its dimensions, human resources management practices. It also highlighted the possible link between independent variables (HR practices) and dependent variable (employee performance). It reviewed empirical studies on employee performance and human resources management practices. The possible moderating effect of management support on employee performance and underpinning theory are also discussed. The chapter seeks to theorise the main constructs of the study and its theoretical framework.

2.2 Conceptual Definition of Employee Performance

In order to appreciate the concept and meaning of employee performance, first there is need to understand the concept and meaning of performance. Performance as a concept has been viewed from different perspectives. For instance, according to process perspective, performance denotes the process of transformation from inputs to output with the aim of accomplishing certain outcome. However, the economic perspective describes performance as a concept that emphasises efficiency and effectiveness of the firm in managing their cost and result. In another word, some authors have noted that two different views are involved in the definition of performance, the two views are behavioural aspect of performance and outcome aspect of performance.

Some researchers opined that one aspect should be the measure of employee without the other while some of them believe that two aspects should form the measure of employee performance (e.g., Campbell, 1990; Campbell, McCloy, Oppler & Sager, 1993). Highlighting this, Campbell (1990) observed that numerous scholars hold that employee performance has many dimensions (e.g., Koopmans, et al., 2011). It is perceived that the concept of performance to be of two types: output-oriented performance and behaviour employee performance. Campbell (1990) was the first person that defined performance as behaviour.

Employee performance is typically conceptualized on a micro level to be the activities and behaviours of an individual that play a role in the accomplishment of firm's goals (Campbell, 1990). Three notions accompanied the above conceptualization. The first notion states that definition of employee performance should be from the behavioural perspective, and output/result should be used in defining employee performance. The second notion indicates that employee performance connotes those behaviours that are germane to the accomplishment of the firm's objectives, and the third notion signifies that employee performance is not one-sided but multidimensional. In addition, Muchinsky (2003) defined employee performance as set of workers` behaviours that can be examined, gauged and evaluated with the achievement in individual level. Also, Mcconnel (2003) defined employee performance as an accomplishment that can be measured and assessed. Employee performance is also defined as the level and quality of effort, cooperation, commitment, lateness or absenteeism as well as compliance with standard shown by an individual (Koopmans, et al., 2011). According to Campbell (1990), individual work performance refers to behaviours or actions that are relevant to the goals of the organization. Thus, individual work performance (IWP) focuses on behaviours or actions of employees, rather than the results of these actions.

On the other hand, Anitha (2014) described employee performance to be financial or non-financial outcome of the worker which is totally related to the firm's performance and effectiveness. According to McConnell (2003) employee performance is the achievement and contribution of an individual in practical and quantifiable term. Moreover, employee performance is a complex concept which can be affected by many variables (Popovich, 1998). These variables can range from age, gender, employee recognition to job satisfaction, performance appraisal techniques, and task types (Becherer, 1999; Jamil & Raja, 2011; Rahman & Shah, 2012; Swiercz, Bryan, Eagle, Bizzotto & Renn, 2012; Fort & Voltero, 2004). Job performance involves the outcome from two things: employees' skills and ability which can be natural and/or acquired, and employee motivation (Sarmiento, et al., 2007).

To back up the above arguments, the results or outputs of the behaviour are much vital to organization than the actions that lead to those output. Employee performance involves both the behaviours of the employees and the outcome from such behaviours. However, this study looks at employees' performance from the process perspective. That is emphases on behaviors or actions of employees, rather than the results of these actions (Campbell, 1990).

Literature revealed that there are different labels used interchangeably with employee performance like job performance (Campbell, 1990). Work performance (Nzama, De beer, & Visser, 2008), employee job performance (Zhang, Fan & Zhu, 2014) employee work performance: individual work performance (Koopmans, et al., 2011) individual performance (Cappelli & Rogovsky, 1998; Soonentag & Frese, 2002), etc. For the purpose of this study, employee performance will be used throughout. And all the other labels will be considered as one in this study, because they all refer to behaviours and activities of individual employee which count much on the attainment of the goals and objective of the organization.

Moreover, some studies have indicated that business performance of firms can be enhanced through employee's skills and ability, because employees can use their skills and ability to spawn ideas that will become a motivation for new and improved products, services and better work procedures. Recently, there have been a behavioural view which claims that performance does not simply mean the results or the outputs. However, that does not mean companies should ignore their goals and targets. Thus, performance comprises all the behaviours that are related to achieving the unit or department goals as well as organizational goals in which individual works on (Murphy, et al., 2008).

Hence, there are two views of performance, results/output and behaviours, and that makes it difficult to distinguish between these two aspects of performance and would be confusing to do so. Nevertheless, behaviour is viewed as the cause of output, and output is used to measure employee performance and effectiveness (Anitha, 2014; Waldman, 1994). Tasks accomplishment and higher performance are desirable, and it can be a basis of gratification with feeling of mastery and pride. (Sonnentag, 2003).

However, failure to achieve the set goals and low performance can be regarded as personal failure (Sonnentag, 2003). Performance in the organization can be acknowledged using financial reward and other benefits. Higher performance helps boost the future career opportunities of the employee (Van Scotter, Motowidlo & Cross, 2000). Organizations want high performing individuals so that their goals will be met, their products and services will be delivered, and consequently competitive advantage will be accomplished (Sonnentag, 2003). Performance denotes the employee's output or his behaviour.

From the review of the existing stream of research, two forms of work performance are discerned. They are in-role and extra-role aspect of work performance (Bakker, Demerouti & Verbeke, 2004; Zhu, 2013). In-role performance denotes the activities engaged in by the workers in a bid to meet the job demand as described in the job description (Williams & Anderson, 1991; Zhu, 2013).

Conversely, extra-role performance denotes the discretionary activities of workers which are not related to the formal tasks, and not specified in the job description (George & Brief, 1992; Zhu, 2013). In order to remain relevant in a competitive environment and thriving condition, firms have to add incessant value for their current and potential customers. Overall performance of a firm hinges on employee performance, the higher the employee performance, the higher the overall performance, both performance go hands-in-hands. In short, employee performance is the basis upon which organizations' survival rest (Furst, 2009).

Thus, a lot have been written on employee performance, however the poor performance of academic staff in Nigerian Polytechnics warrant the study of employee performance, furthermore most of the studies on employee performance in Nigeria focussed on private sectors, as stated in the problem statement. The indications of this shortage of research on employee performance in the public sector within Nigerian context when compared with studies on private sector necessitate the writing on this topic (Nura, 2014; Babagana, 2014). This study adopted the definition of employees' performance given by Campbell (1990).

2.3 Dimensions of Employee Performance

The multidimensional nature of human behaviour and actions led to a situation where by different dimensions of employee performance have been put forward by different scholars. According to Devonish and Greenidge (2010) from the beginning, the concept of employee performance was restricted to cover only task-related behaviours. Murphy (1989) identified four dimensions of employee performance which includes; (1) Task behaviour (i.e. the behaviour related to core task); (2) Interpersonal behaviours (the behaviour related to interpersonal communication and cooperation with others in the organization); (3) Downtime behaviours (the related to the avoidance of work or assign responsibilities); and (4) Destructive/Hazardous behaviours (the behaviour related to the damage, or productivity losses, and others setbacks which are detrimental to the organization). On the other way, Campbell et al.'s (1993) framework of performance proposed eight dimensions as follows:

Table 2.1
Performance Dimensions

S/N	Performance Dimensions
1.	Job-specific task proficiency
2.	Non-job-specific task proficiency
3.	Written and oral communication
4.	Demonstrating effort
5.	Maintaining personal discipline
6.	Facilitating peer and team performance
7.	Supervision
8.	Management and administration.

To Campbell (1990) the above-stated dimensions are adequate to; at general level, explain the latent indicator of performance. Yet he also put forward that the listed indicators may have other patterns of difference or sub-dimensions. And likely their content and saliency may also vary across jobs. Of the latest works on what constitutes employee performance is the work of Koopmans, et al., (2011), which is entitled "Conceptual Frameworks of Individual Work Performance: A Systematic Review". After the review of a total of 17 generic frameworks (applying across occupations) and 18 job-specific frameworks (applying to specific occupations) were identified, the authors found that task performance, contextual performance, counterproductive work behaviour, and adaptive performance should constitute and be used to describe individual work performance.

In addition, another dimension was also developed by Mael, et al. (2010) providing clinical services, clinical support, employee citizenship behaviour, and managerial behaviour. Viswesvaran's (1996) measurement of employee performance includes productivity, quality of work, job knowledge, communication competence, effort, leadership, administrative competence, interpersonal competence, and compliance with/acceptance of authority.

Many researchers have measured employee performance in different ways. For example, Borman and Motowidlo (1993) classified employee performance into two dimensions: (1) Task performance and (2) Contextual performance. In addition, Allworth and Hesketh (1999) also identified three dimensions which include: (1) Task performance; (2) Contextual performance; and (3) Adaptive performance. Also, Viswesvaran and Ones, (2000) provided three dimensions: (1) Task performance; (2) Organizational Citizenship behaviour (OCB); and (3) Counterproductive behaviour. Equally, Rotundo and Sackett (2002) further identified three different dimensions of employee performance which are: (1) Task performance; (2) Organizational Citizenship Behaviour (OCB); and (3) Counterproductive Work behaviour etc. However, the measurement developed by Borman and Motowidlo (1993) in which employee performance is classified into two dimensions (Task performance and Contextual performance) are considered fit in this study, because it has been widely adopted (Koopmans, et al., 2011).

2.3.1 Task Performance

Task performance and contextual performance have become the frequently-adopted dimensions of employee performance (Koopmans, et al., 2011). Task performance is usually regarded as the first dimension of employee performance. Campbell (1990) referred to task performance ''as the proficiency or competency with which one performs central job task. Later, Borman and Motowidlo (1993) explained further by describing task performance as "behaviours that directly contribute to the organization's technical core". While Campbell (1990) asserted that behaviours used to describe task performance often include work quantity and quality, job skills and job knowledge (Rotundo & Sackett, 2002; Campbell, 1990).

Based on the above definitions, we can say that task performance, only involves behaviours in organization that are directly involved in the provisions of goods and services, or even activities that directly provide support to the functioning of organization's core technical processes. Simply put, task performance refers to the behaviours of employees performed in order to accomplish assigned task within their job description. For example, when employee uses his/her knowledge or technical skills to accomplish an assigned task he/she has engaged in task performance.

2.3.2 Contextual Performance

Contextual performance according to Borman and Motowidlo (1993) described as the behaviour of workers that give support to the organizational, social and psychological environment within which the technical core operates. However, behaviours used to describe contextual performance include, for instance demonstrating effort, facilitating peer and team performance, cooperating, and communicating (Rotundo & Sackett, 2002; Campbell, 1990). Unlike task performance, here in contextual performance the behaviours are not part of the employee's formal job descriptions, but they are essential to the smooth functioning of the organization, likewise they are not necessarily part of the reward system. A good example of contextual performance includes; Helping and cooperating with other employee in the organization; voluntary performance task activities that are not part of employee's assigned responsibilities like coaching newcomers; supporting organizational objectives; following the rules and procedures, demonstrating efforts and showing initiative (Borman & Motowidlo, 1993; Borman & Motowidlo, 1997).

Several labels are also used for contextual performance dimension in the literature, these includes; extra-role performance (Scholl, Cooper & Mckenna, 1987) Citizenship performance (Coleman & Borman, 2000; Organ, 1997). Non-job-specific task proficiency (Campbell, 1990) Organizational Citizenship Behaviour (Smith, Organ & Near, 1983) Non-prescribed behaviour (Orr, Sackett & Mercer, 1989) or Interpersonal relations (Murphy, 1989) Organizational spontaneity (George & brief, 1992). In spite of the differences identified in the research approaches, traditions and objectives, all the aforementioned labels are related and have common features that are difficult to differentiate. Additionally, they all explained behaviours that are beyond employees' formal job descriptions but yet enhances organizational effectiveness. In this study contextual performance will be used throughout and all similar construct will be regarded as contextual performance. For organization to be successful, it should focus on task performance of the employee. In addition, Borman and Motowidlo (1993) asserted that task performance is directly contributing to the organizational technical core'' while contextual performance is the willingness of employee's performance that is not part of a given responsibilities like supporting organizational objectives, demonstrating and showing initiatives. This study measured employee performance using task performance and contextual performance to measure employee's performance.

Both measures clearly show primary and secondary functions of an employee in an organization, this will aid in getting realistic information of academic staff performance. Task performance signifies the activities engaged in by the workers in a bid to meet the job demand as described in the job description (Williams & Anderson, 1991; Zhu, 2013). Contextual performance signifies the discretionary activities of workers which are not related to the formal tasks, and not specified in the job description (George & Brief, 1992; Zhu, 2013), but they are important to the smooth running of the organization, like helping, cooperating, and guiding the newcomers with other employees in the organization.

2.4 Measures of Employee Performance

A review of the literature indicated that several studies used various types of measures to assess employee performance in different types of organization setting (Holtz, 2010; Koopmans, et al., 2011). Some of the measures include self-assessment, peer assessment, team assessment, managers' assessment, 360 degree or "full-circle" assessment, management by objective (MBO) etc. These measures can be categorized under subjective measure and objective measures.

Objective measures of employee performance refer to the evaluation of employees performance using official records such as archival personnel record or attendance register to determine the frequency of his/her presence or number of times employee attended to his/her duty. While Subjective measures of employees' performance including rating and ranking of employee performance usually by employee himself (self-ranting), his immediate supervisor or peer group. Many studies have used subjective measures to assess employee performance in different context.

The meta-analytic study, which was conducted by Viswesvaran (1996), indicates inconsistent support for the view that some dimensions are rated more reliably than others. Supervisory ratings appear to have higher inter-rater reliability than peer ratings. Consistent with Rothstein (1990), mean inter-rater reliability of supervisory ratings of overall job performance was found to be .52 in all cases, inter-rater reliability is lower than intra-rater reliability, indicating that the inappropriate use of intra-rater reliability estimates to correct for biases from measurement error leads to biased research results.

In another development, Baird's (1977) research examined the connection between employee self-appraisal and superior's ratings of performance. The variance between the two assessments was found to be connected with the worker's self-esteem and his satisfaction with his boss. This finding underscores the effectiveness of employee self-appraisals in decision making.

Furthermore, Heike and Klaus (2009) conducted a study on self–other agreement in job performance ratings to explore pact in self- and supervisory rankings of job performance. The study recommends a rating system that would consist 3 stages. Also, the study advocates for survey of empirical evidence for the relevance of each of the 3 stages to an understanding of agreement in ratings. The purpose of the proposed 3-stage model borders on guiding the basis for the investigation of an all-embracing collection of variables that moderate rater agreement. 2 indicators of rater agreement, bordering on correlational and mean-level agreement, are reported in the results. Self-supervisor ratings constituted a total correlation of 0.22. Position features and the adoption of non-judgmental performance pointers were the main moderators. Clemency in self-ratings has higher mean levels of self-ratings compared to supervisory ratings. Within Western samples, performance self-ratings showed leniency dependent on contextual features, scale format and scale content. This study adopted job performance measures used by Heike and Klaus (2009) whose studies used to explore information from self- and supervisory ratings of job performance. This study espoused it for the simple fact that researcher want to collect the data through self-assessment/self-rating method from Academic staff of the state-owned polytechnics which is the unit of analysis in this study.

2.5 Conceptual Meaning of Human Resources Practices

Human resource management (HRM) as a concept has attracted the attention of different researchers, and as a result, it gets various definitions. For example, HRM also denotes an organised activities and strategies directed at the effective management of entire workforce for the purpose of accomplishing organizational goals (Byars & Rue, 2006). HRM as the organizational activities that have nexus with the employee management relationship within an organizational setting (Boxall & Purcell 2002). In addition, HRM connotes the activity that has to do with the worker's hiring, worker's development, and worker's management in an organization (Wood & Wall, 2002). According to managerial perspective, HRM is connected with the need to put in place a cohesive array of HR-related policies for the purpose of sustaining organizational strategies.

Other definitions of HRM include that of Armstrong (2009) who described HRM to denote employees in organisation as the most valued asset, because workers, individually and collectively, do contribute to the attainment of firms' objectives (Armstrong, 2009). HRM is refered to as branch of organization science that entirely deals with the employment relationship and all the decisions, policies, associated with that relationship (Dulebohn & Werling, 2007). In addition, HRM entails a planned technique of employment relations' management in which it is believed that competitive advantage of a firm hinges on leveraging employees' capabilities. Leveraging employees' capabilities cannot be achieved except through a unique set of cohesive employment policies, programmes and practices. It is also allied with cost control and head convent strategies, particularly in business processes such as downsizing, covering the wages, shortening comfort breaks etc. (Beardwell & Claydon, 2007).

More so, Watson (2010) has provided a broad definition of HRM as the employees' efforts, knowledge, capabilities and committed behaviours elicited and utilized by the management for purpose of contribution to a firmly harmonized human enterprise as part of an employment exchange (or more impermanent contractual planning) to accomplish tasks in such a way that will facilitate and sustain the enterprise (Watson, 2010). Discerned from the above exposition is the fact that HRM is a blend of people-oriented management practices that consider employees a cost-free asset and aim to build and maintain an adroit and committed workforce to enable the attainment of competitive advantage. Yet, there is lack of unanimity on the definition or the physiognomies of HRM.

In summary, HRM, otherwise known as personnel management, is considered, by some personnel managers, a set of initials or old wine in new bottles. HRM highlighted that human resource (i.e. workforce) is a key resource and its management should be a direct concern of top management. HRM policies and strategies should be integrated in the firms' strategic planning processes. However, inadequate attention has been paid to HRM in many organizations (Armstrong, 2009).

HRM practices can be employed to accomplish enhanced employee performance, but which HR practices are effective in achieving employee performance is yet resolved. Nevertheless, research has identified four HR practices: human resource planning (to build mixed skill teams), adequate performance appraisal mechanism (evaluating performance, development of appraiser, and appraise), reward system (Encouraging personnel to improve their performance, service efficiency and promoting from inside), and career development (creating leadership style, delegating powers, employees' education, training and development, fulfilling employees' needs with organizational goals).

There are growing substantial studies on the effect of Human Resource Management (HRM) practices and Employee Performance in both developed and developing countries such as American, European, Nigerian, Pakistan etc. For example, Combs, Liu, Hall and Ketchen (2006), in their meta-analytic study, found that relationship between HR practices and organizational outcomes are stronger in manufacturing companies than in service companies. Majumder (2012), who conducted his research in the context of Bangladeshi private banks, found that HR practices have strongly impacted on employee satisfaction. In the same vein, Kim and Lee (2012) found evidence that HR practices enhance strategic capabilities and firm performance in management consultant firms in South Korea.

Furthermore, numerous research (e.g. Boselie, Dietz & Boon, 2005; Menezes, Wood & Geladi, 2010; Subramony, 2009; Guest & Conway, 2011) have established positive nexus between HR practices and a range of performance outcomes. Besides, Employee perceptions of HRM practices also influence employee discretionary work effort and co-worker assistance (Frenkel, Restubog & Bednall, 2012). There is indeed a consensus that HR practices produce higher organizational performance when integrated into organizational strategy (Ezzamel, Lilley & Willmott, 1996; Guest & Hoque, 1994). The study conducted by Katou (2012) showed that HRM practices have a positive effect on organizational performance through employee positive attitudes (e.g. satisfaction, commitment, motivation) and prevention of employee negative behaviours (e.g. absenteeism, turnover, disputes).

In sum, HR practices assume special connotation in development, appreciation and retention of talents. They also promote employee commitment and, as a result, goodwill on their part to act in a flexible and adaptive manner towards excellence in organizations (Legge, 2006). An organization strategy aiming at production and supply of added-value products and services must be concerned about the development and the implementation of HR practices that would motivate and enhance the performance of employees (Legge, 2006).

Moreover, Hassan (2016) has conducted studies on impact of HRM practices on employee's performance, the results indicated that HRM practices compensation, career planning, performance appraisal, training, and employee involvement have appositive impact on employee's performance. Khalid, Abdul Rehman and Ilyas, (2014) examined the implementation of HR practices (career planning, performance appraisal, training, compensation, employee, and participation) to determine their effect on employee's performance and efficiency in the organization, the result of the studies revealed positive impacts of HR practices on employee performance.

Furthermore, Nabi, Syduzzaman, and Munir (2016) studies the impact of human resources management practices and employee performance via four HR practices that are Compensation Practices, Promotion Practices, Performance Evaluation Practices and Empowerment Practices, the outcome of the studies revealed significance effect on variables. Huselid (1995) studied HR practices such as personnel and staff selection, performance appraisal system, incentive system, compensation system, job design, empower of decision, information sharing, attitude assessment, labour management relationship and participation, recruitment and selection efforts, employee training and development and promotion criteria.

In addition, Teseema and Soeters (2006) studied eight HRM practices and Policies and their relationship with job satisfaction. These HR practices are Human Resource Management Policy, Human Resource planning, Policy and Philosophy, recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, Motivational forces and factors, Employee Grievances, promotion practices, empowerment and Physical and social and safety security, self-esteem security and self-actualization security or pension. The current study used relevant HR practices (recruitment & selection, training & development, compensation, performance appraisal and succession planning) to examine the performance of lecturers in the state-owned polytechnics in Nigerian.

This study adopted the definition given by Byars and Rue (2006). HRM involves a set of practices and policies directed at effective management of all employees in the organization so as to accomplish organizational goals (Byars & Rue, 2006). Furthermore, it has been submitted by Edgar and Geare (2005) that HR practices have the likelihood to stimulate higher performance in both employee and employer. Also, in an organization where by employees' career development and professional development are enhanced, and worker are given support, and feedback about performance is given, then employee performance can be enhanced. Developing human capital by the firm may result to enhanced performance of such firm.

Consequently, every organization should acknowledge the connection between HRM and employee satisfaction (Wan, 2007). From the findings of Huslied and Rau (1997), it is observed that HRM practices significantly connect with firm performance. In addition, research has found that HRM practices positively influenced employees' professional and business-based performance. Employment of human agency is a key indicator of employee behaviour that influences organizational dynamics (Fleetwood & Hesketh, 2006).

Moreover, workers' dynamic roles in the creating employment relationship in response to employer behaviour are not often considered in the highly management-centred viewpoint (Seeck & Parzefall, 2008). HRM practices predict the achievement of competitive advantage by firms, and successful HRM augments the firm's capability to entice and retain quality employees, who can be enthused to perform. Consequently, greater profitability, low employee turnover, high product quality, lower production costs are attained. Similarly, corporate strategy would be speedily adopted and applied, especially when competitors do not have the right people, if HRM practices enhance organizational competitive advantage (Schuler & MacMillan, 1984).

Furthermore, HR practices have a great influence on employees' workplace behaviours, this is because of the sturdy connexion between the two concepts (Edgar & Geare, 2005) and employees and organization performances are parallel. They are as important to managers as to employers and other stakeholders. The research carried out by Guest (2001) indicates that workers' voice should be heard. Employees would naturally prefer a firm where jobs are matched with personality, and motivators are put in place to meet employees' needs (Daniels, 2006). Hence, HR practices such as work life balance and satisfaction etc. are most-useful for the workers and the management, building a suitable work life balance for workers can be realized through flexibility bordering on a wide range of working patterns to fit the needs of the workers, work timings, and work place.

Survival of the organization hinges on workers' health and wellbeing. As a result, HRM has been accorded due regard and importance by (MacDonald, 2005). Similarly, research finding of Baptiste (2008) indicates that entrenchment of HRM practices in a firm can stimulate commitment, trust, support and positive connexion. Workers can be stimulated to become committed, satisfied, and high performers if their welfare is taken good care of by the organization. Numerous scholars have researched HRM practices-firm performance nexus, but research on HRM-employee performance link is still not largely explored in extant literature. HRM activities are frequently construed to be a role player in recognising employee competences and performance requisites of an organization, although the relationship is quite debatable (Youndt, et al., 1996).

The most significant feature for any business today irrespective of its intention is human resource, and this may be to the fact that it is the first place of accomplishing competitive advantage. Management of human resource which is referred to as valuable resources remains burdensome and challenging than managing other material resources such as finances, technology etc. For successful and effective HRM, there need for apposite human resource management practices. Numerous HR research have utilized varying sets of practices using different labels. For example, Akrani (2009) adopted six (6) practices and considered them the best set of practices. The HR practices adopted by Akrani (2009) include procurement, development, compensation, integration, maintenance, and separation. Similarly, Saxena & Tiwari (2009) recognized six (6) sets of HR practices, which are: training and development, relationship between employer and employee, reward and recognition, culture, career development, and compensation.

In addition, Pfeffer (1994) identified sixteen HR practices. Then he reduced them to seven (7) which he believed are the best HR practices. This includes security of employment, selective hiring, team work, performance-based compensation, broad training, cut in status difference, and information sharing. However, researchers have perceived that there is lack of universality in the number of HR practices, and some fused them into four (4) and named them HR polices. For example, Katou (2012) grouped them into four (4) these include: (1) resourcing (recruitment, selection & flexible work), (2) development (work design, performance appraisal & training), (3) rewards (compensation, promotion & incentive) and (4) relations (participation, involvement & communication).

Similarly, Boselie et al. (2005) in their meta-analysis of 104 empirical researches on HR-performance connexion recognised twenty-six (26) distinct HR practices that cut across the reviewed studies. Review of extant literature (e.g. Boselie et al., 2005; Dyer & Reeves, 1995; Wood & Wall, 2007) indicates that description of configured HRM practices significantly differs across studies. This led to different conceptualization of on a set of HRM practices. For examples, high involvement work practices (HIWP), high performance work practices (HPWP), high investment human resource practices (HIHR). It is claimed by the researchers that the practices have a kind of synergic partnership among themselves irrespective of the number of the HR practices. HR practices can be otherwise known as strategies (Dyer & Holder, 1988; Dyer & Kochan, 1994).

Although HRM practices has been conceptualized as a multidimensional construct, this study precisely concentrates on a set of HR practices, as this will enhance parsimony in concept development and measurement, that there are compromises regarding this approach (Kura *et al.,* 2015: Arthur, 2011; Berry, Ones & Sackett, 2007; Glomb & Liao, 2003). By way of illustration, Blalock (1979) observed that simplicity, generality, and accuracy cannot be accomplished concurrently. Hence, this research inevitably goes for simplicity at the expense of generality and accuracy (Kura et *al.*, 2015). In addition, focusing on individual HRM practices would provide opportunities for future research on other HRM practices as directed toward employees' performance within the organization.

However, underpinned by Saleem and Khurshid's (2014) supposition, this study adopted 5 HRM practices. The adopted HRM practices includes: recruitment & selection, training & development, compensation, performance appraisal, and succession planning. The selection of these practices is underpinned by the fact that the practices are considered best practices which have been 'tested and trusted' and can be applied across all industries and countries, because these practices have consistently lead to higher individual and organizational performance (Werner, 2011) indicating a linear causal relationship between the practices and performance.

The introduction of succession planning as a new variable in this study is connected with the fact that appointment of new academic leaders like rector marked the beginning of crises in Nigerian polytechnics. Also, succession planning is a unique variable that indicates that there was shortage of studies in previous researches on human resource practices. Posthuma, et al., (2013) asserted that succession planning has been found to be under-studied, despite a mushrooming body of literature that has surfaced over years on HRM performance relationship. Thus, indicating dearth of studies on its impacts on performance.

Moreover, some factors predict changes in organizational strategic plans. Such factors include retirements, promotions, severe sickness, death, and employee decision to pursue a career somewhere else. To cover such changes, organizations must have a key employees' replacement plan (i.e. succession planning) (Mehrabani, & Mohamad, 2011). Lecturers are leaving polytechnic en mass to purse career elsewhere, there was a case in which up to 20 lecturers left a particular polytechnic at the same time.

However, in higher education today succession planning is more important than it was in past decade, given the retirement departure of the employees and coupled with the fact that higher education leadership requires composite relationships that must be developed with diverse internal and external stakeholders (Darvish & Temelie, 2014). Furthermore, individual higher education institutions can enlarge the leadership source of internal talent by looking more deeply within its ranks and files to identify potential successors using a succession planning process (Rothwell, 2005). In line with above submissions this study added succession planning variable as one of the independent variables in the study.

2.6 Recruitment and Selection

Recruitment is the process of producing a group of competent people to apply for employment to an organization (French & Rumbles, 2010). Recruitment and selection also refers to any practice or activity engaged in by organization with the primary aim of recognising and enticing prospective employees (Noe *et al.,* 2008). It is an essential function of an organization because it binds together manager and worker. Recruitment incorporates all the activities that managers engage in developing qualified candidates for suitable positions (Jones & George, 2006).

Human resource management is poised to inspire an employee who has knowledge, skills, and ability which will aid organizations to attain their targets. It borders on process of gauging and evaluating information about potential employees' qualifications for a certain job position in the firms (Berntha & Wellins, 2001; Shanthi, 2010). Also, it is held to be an act of development and maintenance of sufficient manpower resources required in an organization that occupies the creation of team available labour (Flippo, 1980).

Regarding the term selection, it refers to the process in which the numbers of the job applicants are reduced, and applicants with best qualifications are chosen (Bohlander & Snell, 2007). In another word, selection is the process where managers of organization use clear tools to select from a pool of recruited interviewees. It often begins where recruitment ends. The main aim is to determine the best applicant to be employed. An arrangement that involves assessment of firms' choice of the employee to be hired in a given time represents what is known as selection (Dsouza, 2010; Harshalsk, 2010; Riccio *et al.*, 2008). Likewise, selection borders on a process of organizing several methods in selecting fitting individual to man the job. Besides, it is bothersome when the applicants that meet the requirement for employment are more than required. In addition, Babagana (2014) cited Paauwe and Richardson's (1997) effective recruitment and selection is connected with employee satisfaction, motivation and commitment, and thus, leading to enhanced productivity.

A few numbers of empirical studies have link recruitment and selection with employee performance. To be specific, Tabiu and Nura (2013) and Marwat *et al.* (2009) used recruitment and selection plus other HRM practices. The recruitment and selection variable are found positively related with employee performance.

In another development, Kepha *et al.* (2014) conducted a study in five government-owned research institutes in Kenya on the relationship between recruitment and selection and employee performance. They distributed a total number of 256 questionnaires and only 184 were returned representing 71.9% rate of return. The study employed descriptive and correlation research design. The findings of the study indicated that correlation between recruitment and selection and employee performance was highly significant.

Saleem and Khurshid (2014) conducted a study on effect of recruitment and selection, training and development, organization commitment and compensation and employee performance in three banks of Lahore, Pakistan from 92 branches, the result of correlation analysis indicate strong positive connexion among all the variables which are recruitment and selection, training and development, performance appraisal, compensation and employee performance.

In addition, Babagana (2014) studies the impact of recruitment, selection and compensation on polytechnics in Nigeria, the findings of the studies show positive relationship between recruitment, selection and compensation and employee's performance.

2.6.1 Recruitment and Selection Procedure

Recruitment and selection procedure aims to offer a comprehensive model for the recruitment and selection of workforce that will meet the requisites of the Equality Act 2010, and other related employment legislations and best practices. This ethos reinforces all the policies, procedures and practices. Also, statistical information regarding the stages involved in the recruitment exercise will be gathered to inform organizational performance (Thompson, 2015). Managers have been equipped with the authority and power to make the crucial decisions in recruiting and selecting their teams as the procedure adopted will establish the benchmark that is necessary for the recruitment of the best job seekers for the organization against equality targets (Thompson, 2015).

Furthermore, Bhoganadam & Burack (1985) cited in Srinivasa Rao (2012) observed that recruitment sources are thoroughly connected with the work-related activities such as performance of employees, employee turnover, employee satisfaction, employee wishes and the commitment of the organization. Recruitment and selection process should be carried out at each and every sector for fulfilling their organizational goals. The procedure of recruitment and selection includes (i) establishing vacancy, (ii) filling the vacancy, (iii) shortlisting and selection, and (iv) offer of an appointment.

Management scholars held that there is need for generally agreed-upon procedure for selection as organizational sizes and goals differ so also their selection approaches vary (Graham, 1998; Prasad, 2005; Chhabra, 2005: & Venance, 2010). Selection procedure consists of preliminary interview; application form; selection test; interview; medical examination; reference checks; approval; employment; induction and orientation; assessment (Armstrong, 2005; Flint, 2006; Prasad, 2005).

2.6.2 Traditional Measures of Recruitment and Selection

Table 2.2 below presents the traditional measures of recruitment and selection. The traditional measures contained six measures which were being used to measure recruitment and selection. The six measures are time to hire, quality-of-hire, cost-per-hire, durability-of-hires, recruit source effectiveness, and time-to-productivity. The explanation about these six measures are presented in Table 2.2 below:

Table 2.2
Traditional measures of Recruitment and Selection

	Traditional measures of recruitment and selection
Time to Hire	This is very paramount because apparently, if positions are left vacant for a long period of time, an organization loses productivity.
Quality-of-Hire	The level of satisfaction of an organization with hired employees also matters. Generally, it is gauged by manager's surveys between the periods of 6-12 months after recruitment. Number of Vacancies Outstanding: The total number of company job vacancies. This measure helps organizations know where their efforts need to be focused.
Cost-Per-Hire	An organization needs to be conscious of the expenses associated with a given position, because too much expenses incurred may have effect on the long-term benefit of the workers.
Durability-of-Hires	The longer newly recruited employees stay with the organization the more economical it will be for the organization. Their stay confirms whether or not the recruitment exercise is successful.
Recruit Source Effectiveness	The evaluation of the sourced of recruitment embarked upon by the organization becomes imperative. By doing that the organization will be mindful of their choices for the sources of recruitment
Time-to-Productivity	The longer newly hired employees stay without working the costlier it is for the organization. So, organization should assign to the newly recruited employees a trainer and their new roles.

The hurried nature of traditional measurement metrics is one of the greatest dangers identified. This is perhaps so because some organizations resort to hiring new managers for quick screening instead of allowing for proper networking to take effect. The procedures and measures above are used in assessing the applicant eligibility for a job offer. Having explained the traditional measure of recruitment and selection the next discussion centred on training and development.

2.7 Training and Development

Training represents the prearranged and organized alteration of behaviour via learning events, programmes and instruction which facilitate individual worker to attain certain levels of knowledge, skill and compliance required for the effective job performance (Armstrong, 2006). Equally, development involves the augmentation of worker's KSAs (i.e. knowledge, skills and abilities) (Truss, Mankin, & Kellither, 2012).

Substantial number of research has confirmed the nexus between a well-made training and organizations' ability to measure and manage performance.

Hence the intensity and quality of workers' training predicts and reflects the image of both firms and workers (Batt *et al.,* 2005; Cosh *et al.,* 2003; & March, 1991). Organizing effective employee training requires analysis via the macro and micro level perspectives (Cascio, 2006). Talking of macro level, it entails the cost implication, level of cooperation among the training providers and the trainees, and the economic effect (Golden & Rose, 2003). Whereas, the micro level signifies that a firm's decision is very crucial to training success (Ruggieri, 2007). The pertinent questions to ask in the process of organizing training include: what kind of training style to adopt that will have superiority over others in terms of positive influence on both the employee and organization, what are the needs of the training, training process and technique of training, and the strategy for appraising the results of the training (Allison & Kendra, 2001; Mager, 1988; Mitchell, 1998; Phillips & Phillips, 2002). Knowledge and skills of employees can be improved, and this in turn will improve their effectiveness in their workplaces (Salvi, 2010). The level of performances which are efficiently managed hinges on effective training.

The term development is much far-reaching than training, and generally the former (i.e. development) has a longer-term focus than the latter. Development also involves employees KSAs' boost (Truss, Mankin & Kelliher, 2012). Several empirical studies have examined the relationship between training and development and employee performance. Below is a review of some of the studies.

Amin *et al.* (2013) conducted a study in the educational sector in Pakistan on the effect of training and development on employee performance. 200 responses were correctly retrieved from the questionnaires administered to college teachers. The correlation analysis showed that there is positive strong correlation between training, development and employee performance. Regression analysis also indicated that training and development have positive impact on employee performance.

Similarly, Khan (2012) studied the impact of training and motivation on employee performance. The study uses 100 employees as sample which randomly selected from one bank called Habib Bank and also one university called Federal Urdu University of Arts, Science and Technology all situated in Islamabad in Pakistan. Pearson correlation and also regression analysis were all conducted. The findings from both correlation analysis and regression revealed that all the two independent variables i.e. training and motivation are positively related with employee performance and also have impact on employee performance.

Also, Jagero *et al.* (2012) conducted a study to test the relationship between on-the-job training as HRM practice and employee performance in two private multinational courier companies DHL and FedEx that operated in Dar es Salaam Tanzania. The result of the correlation analysis shows strong positive relationship between on-the-job training and employee performance in the two courier companies.

In another development, Hafeez (2015) conducted a study on impact of training on employee performance in pharmaceutical industry in Karachi Pakistan, four pharmaceutical companies were selected. A survey of 356 employees was carried out through self-administrated questionnaire. Random sampling technique was conducted with the response rate of 96%. Two sets of hypothesis ware developed which relate directly to the research questions. SPSS 19 was used to perform reliability, descriptive, correlation and regression analysis. The analysis shows a positive significant relationship between training and employee performance and the results reveal that the more employees gets training the more efficient their level of performance would be.

In addition, Sultana *et al.* (2012) conducted a research in telecommunication sector in Pakistan, studies the impact of training on employee performance using a sample size of 360 employees of five telecommunication companies. The result of study revealed positive correlation between training and employee performance. The study concluded that investing on the right type of employee training in an organization can be an important strategy of enhancing positive employee performance. However, the present study is of the opinion that training alone cannot serve as the only means of attaining the desired level of employee performance in organization, hence the need to research on other HRM Practices.

Moreover, Falola, Osibanjo and Ojo (2014) study the effectiveness of training and development in enhancing employee performance in selected banks in Lagos Nigeria. The study distributed 250 questionnaires out of which 223 representing 89.2% were duly completed correctly and returned. The descriptive statistics indicated that training and development (both on-the-job and off-the-job) are related with employee performance.

In another development, Issahaku, Ahmed and Bewa-Erinibe (2014) studied the influence of training on employee performance in a teaching hospital in Ghana. The population of the study was 1597 employees, 908 representing 57% are males, while

689 representing 43% are females. Sample size of 160 employees including doctors, nurses, pharmacists, bio-medical scientist, and supporting staff were drawn using stratified and purposive sampling. The instrument for data collection used in the study was questionnaire and descriptive research analysis was employed. The research findings indicated that training influence employee performance.

Marwat et al. (2010) studied the impact of training, compensation plus others HRM practices and employee performance in Pakistan Telecom sector, the result highlighted that all the tested variables are positively correlated i.e selection, training and compensation have positive correlation with employee performance.

Munjuri (2011) in his research on the effect of training, performance-related pay plus others HRM practices and employee performance in Catholic institution of higher learning in Kenya, descriptive statistics such as frequencies and percentages, the result of correlation and regression analysis show that training is positively correlated with employee performance..

2.7.1 Training and Development Procedure

Training and development procedure seeks to guarantee that an effective process exists for the recognition, setting up, and evaluation of training necessities for the workers of the organisation. The duties of this process are specified by the Division's Quality Team, and all unit heads/line managers within the organization are responsible for executing the procedure.

Training procedure involves five steps as presented below:

1. The employees, upon resuming work in their new workplace, will be introduced to a general induction programme by their line manager under whom they work as employees. Also, new employees will be asked to attend the next available centrally-run Induction training day by the line manager. This program is usually organized by human resource department of the firm.
2. After the induction, training and development programs that would be needed for the execution of job tasks by the new employee will be discussed between the line manager and the new employees. Also, the time framework of training programme will be discussed. Design and allotment of training programme are done for each employee based on the employee's capability, qualifications, and experience. In addition, workers will also be stimulated to take on courses outside of their routine work where applicable and within available resources.
3. Following the induction and design of training programme, a training record will be opened for the new employee.
4. By opening the training record, the details about the induction program and the subsequent training activities will be noted down in the employee's training record. Also, employee comments regarding the effectiveness of the training will be written down. If the certificates are awarded to the participating employees in the training exercise, then the copy of the certificate will be attached to the record. Information on training embarked on through the departments will be deliberated and assessed at the Quarterly Quality Management meeting. Likewise, the effectiveness of this training will be discussed at the meeting.
5. In case certain training programme is requisite for health & safety reasons, the training record must list the details of such training. Further details on health

and safety policies and training courses are available in the Human Resources department.

The next section discusses measurement of training and development.

2.7.2 Measurement of Training and Development

Employee training becomes very expensive indeed if it fails to deliver the purpose upon which it was made. Training program evaluation involves reviewing, analysing, and gauging operating employee development programmes to gauge their quality and overall efficacy. Under normal circumstances, after training individual capabilities and overall organizational ability should improve, by improving performances and reducing errors (Delcampo, 2011). Perhaps that is why a rigorous training needs assessment becomes incontestable before an organization embarks on training.

This perhaps can be developed because without a sound clarity of purpose, measuring training effectiveness is hardly possible. The goal of measuring training effectiveness is to provide useful information for effective decision making in an organization and for that to be possible, an organization must have a reliable data to be able to make a meaningful comparison.

2.8 Compensation

Compensation is regarded to be among the crucial HR practices, compensation was defined in several ways by different scholar. Going by the definition given by Milkovich, Newman and Milkovich (1999), compensation refers to every kind of fiscal returns and palpable benefits received by worker as part of an employee contract. However, this definition is deficient as it does not consider other parts of compensation like non-financial aspects. To John (2003) compensation simply refers to HRM practice that deals with all type of rewards that employees receive in an exchange for what they have performed towards achieving organizational objectives. In designing compensation, employees' factors should be taken in to cognizance.

The reason is that not all employees would prefer certain form of compensation. Formal education's level and category, experience, and training that have experienced by the workers determine the kind of compensation that such workers will prefer. In other word, the kind of compensations given to worker A may be different from the compensation that will be given to worker B; it is based on their formal education' level and category, experience and training (Pedro & Vicente, 2007).

Organizational workforce of firms normally enjoy various equity based compensation schemes which include workers' stock purchase plans, controlled stock plans, worker's stock option plans worker's stock ownership plans and many qualified retirement's plans. All these plans are broad plans. In addition, these plans can be grouped in to two: non-retirement and retirement plans, subject to when the worker is eligible to get benefits (Melissa, 2004). There have a good number of researches regarding compensation-employee performance connection. These researches have been carried out by different scholars, and in different contexts. Below are the recaps of some of the studies.

Oluigbo and Anyiam (2014) studied the relationship between compensation and employee performance in Nigerian. The study used a sample of 92 employees of Zinox Technologies Limited (a private company that specialized in information technology). Frequency distribution table, simple percentage and chi-square are the statistical instrument used in the analysis of data. The study revealed that compensation influence employee performance.

Samuel and Esther (2013) investigated the relationship between compensation and employee performance among Ghanaians Police Service. Multi-stage sampling technique was used. 200 structured questionnaires were administered to Ghanaians Police, and 100% rate of return was record. Quantitative research design and multiple regressions were utilized. The multi-linear regression results indicated that the link between compensation and employee performance is moderated positive.

In addition, a study on the relationship between compensation (financial and non-financial) and employee performance through the mediation of job satisfaction was conducted by Sopiah (2013) in Syariah banks. Sample size of 141 employees was drawn using random sampling, and the result of the analysis indicates significant positive link between the independent variables (i.e. financial and non-financial rewards system) and employee performance, the dependent variable.

Similarly, Abdul Hameed, Ramzan, Zubair, Ali and Arslan (2014) studied the impact of three dimensions of compensation (rewards & incentives, salary and indirect compensation) on employee performance in some selected banks. From the results of the correlation analysis, positive compensation-employee performance link was discerned. While the regression analysis revealed that all the three dimensions of compensation have insignificant positive impact on employee performance.

Contrary to the above findings, there is a research conducted by Rizal, Idrus, Djumahir and Mintarti (2014) on the impact of compensation on motivation, organizational commitment and employee performance. The research was undertaken in the context of Local Apparatus Work Unit (LAWU) kendari, Indonesia. Sample size of 126 employees were selected through random sampling method and structural equation model (SEM) was used in the analysis of data. The finding emanating from the study showed that compensation has no effect on employee performance but have significant effect on motivation and organizational commitment.

Considerable stream of extant research has firmly established strong link between pay and performance. However, there has been an issue regarding the effectiveness of the compensation strategies in the firms. Some researchers contend that disagreement and public pressure on the board of directors might adversely affect firms' compensation strategies and make it less effective. In same strain, the research undertaken by Jensen and Murphy (1990) noted the weak connection between pay and performance.

Also, research such as Gerhart, Milkovich and Murray (1992), Barkema and Gomez-Mejia (1998), Milkovich and Boudreau (1998) have confirmed the impact of incentive-based compensation on firm performance. Plentiful studies (e.g. Arthur, 1994; Huselid, 1995; MacDuffie, 1995; Delery & Doty, 1996; Shaw *et al.,* 1998; Sels *et al.,* 2003 etc.) have also underscored the motivating role of performance-based compensation in the firms. Pfeffer (1994) singled out bonus systems as the motivator that stimulates employees to enhance his performance for the purpose of attaining organizational objectives.

Furthermore, studies that affirm positive nexus between performance-related pay and company performance are abounding, and they have largely established the nexus between the two variables. There are also abounding studies regarding the fact that offering high wages can lessen voluntary turnover (Shaw *et al.*, 1998). From the foregoing exposition, it can be deduced that the nexus between pay and performance is strongly positive, and compensation can induce enhanced employee performance.

There have a good number of researches regarding compensation-employee performance connection, these includes; Oluigbo and Anyiam (2014), Samuel and Esther (2013), Abdul Hameed, Ramzan, Zubair, Ali and Arslan (2014). Contrary to the above findings here are some of the research conducted by difference scholars e.g., Jensen and Murphy (1990), Gerhart, Milkovich and Murray (1992), Barkema and Gomez-Mejia (1998), Milkovich and Boudreau (1998) have weak or negative correlations between compensation and employee performance in their findings.

2.8.1 Compensation Procedure

Compensation procedures are requisite for the accomplishment and monitoring the implementation of compensation management policies. The procedure involves approaches through which pay on appointment or promotion is fixed. It also involves correction of anomalies. Compensation procedure also denotes the approaches through which grading or pay decisions can be appealed against; this makes use of the common organization's appeals procedure (Armstrong, 2010). Armstrong (2010) has categorised compensation procedure into: (i) Procedure for grading job, (ii) Fixing rate pay on appointment, (iii) Promotion increase (iV) Dealing with anomalies.

2.8.2 Measurement of Compensation Practice

Employee compensation is one of the most powerful organizational expenses perhaps if not the most valuable. Very pathetically indeed, it is also the least considered in terms of management of employee performance (Dougherty, 2011). In many organizations compensations are measured in terms of increment. But, there is a great danger behind organizations' inability to have a clear-cut difference between pay for performance, underpayment, overpayment and having a compensation figure growing taller than what an organization earns (Benco & Mc Farlan 2003; Cascio, 2006; Howard, 2000).

On this basis, however using a compensation scorecard becomes key to ensuring that what organizations spend on compensation really helps in accomplishment of their stated goals. There are three steps to be followed in designing a compensation scorecard these include: confirming the compensation strategy of an organization; reviewing the key elements within the compensation strategy and finally deciding what measure to adopt (Kochanski & Insler, 2010).

There are a lot of discussions on the determinants of a good compensation. According to Harvey (1993) cited in Suutari, Makela and Tornikoski (2009), these determinants or factors are both internal and external in nature. The internal determinants consist of three variables: (i.e. labour-pool of the employee, worker's management level in the firm, and family-lifecycle's stage. It is found that labour pool has link with employee's nationality (whether he is a national or an expatriate) mindful of their workforce category. Management level is the second variable discussed by Harvey (1993) for instance category of management whether executive, middle or supervisory management matters in measuring the effectiveness of compensation.

The third variable however treats the difference between married and single employees, those with children and those without children. This study follows those researchers such as Byars and Rue (2004) and Delcampo (2011) who believe that the list of determinants grows or shrinks depending on the scope of organizational objectives, nature and caliber of organizational employee as well as the weight of organizational resources. For instance, the nature of employee assignment is also seen as being an important factor to consider in measuring the effectiveness of compensation in an organization as policies are established based on the extent of assignments.

Employee background is as well seen to be very significant determinant of compensation. From the angle of external factors however, level of economic development has a huge impact in terms of overall nation's per capita income. Level of organizational cultural diversity serves as the second variable. It is often argued that an organization's customs, traditions and their way of doing things explain the ultimate source of organizational culture which in turn influences employee responsibilities, performance and pay (Ezirim, *et al.,* 2010; Oparanma, 2010). The third issue discussed here is the social factor variable. This as Logger *et al.* (1995) discussed includes those factors that may not have a direct bearing on the society such as the company division, but they are too important to be ignored. From the above detailed discussions, this study agrees that compensation is a core aspect of human resource practice. So, the effectiveness of the measurement criteria adopted is reflected in the ability of the salary and wages to contribute to the accomplishment of organizational goal. Furthermore, a good compensation plan sustains and improves employee's performances (Shahzad, Bashir and Ramay, 2008) cited in Babagana (2014). The procedures and measures above are used in making up compensation and reward system in the organization. Discussion on the concept of performance appraisal follows in the next section.

2.9. Performance Appraisal

Performance appraisal (PA) according to Dessler (2011) can also be called performance review, performance evaluation etc. PA has, over time, been referred to as (1) an apparatus for the assessment of an employee's job performance, (2) an interview where an employee's job performance is gauged and feedback is provided to the worker, (3) an arrangement which involves design of employee job expectations, design of employee actual job performance, performance assessment, provision of feedback to the employee on the performance evaluation, suggestion of ways to enhance the performance in the future, and setting of new goals and expectations for another period, (4) performance management with job performance appraisal as part of it (Dessler, 2011). Furthermore, Performance appraisal reports are used to take decisions by management on staff promotion, among other things, and those found to meet up with the requirements are promoted Babagana (2014) cited Brown and Benson (2003).

Moreover, Daoanis (2012) opined that performance appraisal is a crucial means through which the frameworks set by organization to its employees are gauged. Performance appraisal can serve as a tool to trace worker's input and performance against organizational goals and to recognise worker's strong point and opportunities for future enhancements, and gauged whether organizational goals are attained or serves as basis for the company's future planning and development. According to Seidu (2012) performance appraisals are indispensable for successful assessment and management of workers. Given the fact that perceptions play role in influencing people's judgement and attitudes towards certain phenomena, it could be expected that the personnel of an educational institution might hold dissimilar views about the performance appraisal system in the institution. In addition, performance appraisals are crucial to the successful supervision and costing of personnel. Performance appraisal is usually undertaken on annual under the supervision of line supervisors.

Conclusively, performance appraisal gratifies workers' psychosomatic need, given the fact that workers do like to discern their level of performance, and consequently it upturns workers' job satisfaction and confidence when they realise that the manager is keen in ensuring their development and progress. In some firms, performance appraisals are adopted to plan placements and to offer input into decisions in respect of pay increment. Also, performance appraisal, in some organization, is utilized as yardstick for workers' promotion and workers' transfer when it is deemed necessary by the management of the organization. In a situation in which workers are in need of coaching and counselling regarding their performance, performance appraisal can serve as criterion to determine such coaching and counselling for such workers (Koshy, & Suguna, 2014: Boachie-Mensah et al., 2012: Daoanis, 2012).

Quite numbers of research have established a positive connection between performance appraisal and employee performance in the firms. The study of Mir and Ahmed (2014) being one of those research, investigated the impact of performance appraisal on employee job performance in the banking sector. Questionnaire was used in the collection of data from 150 bank employees selected from various banks in Islamabad. The correlation analysis shows strong significant positive link between performance appraisal and employee performance. Similarly, the regression revealed that performance appraisal explained 58% variance in employee performance.

Moreover, Owoyemi and George's (2013) research concentrates on the link between performance appraisal system and employee performance in Nigerian context. Sample size of two hundred and twenty (220) employees of public sector agency was taken. The data for the study was collected using simple random sampling. The findings indicated that performance appraisal system significantly correlate with employee performance.

In addition, the connection between developmental performance appraisal and contextual performance through the influence of organizational support and organizational commitment were vetted in the study of Poursafar *et al.* (2014a). The study used stratified random sampling and selected a sample of 217 employees in Gas Company at Gilan, Iran. Questionnaire was also used in collecting data for the study. Structural equation modeling (SEM) was adopted for data analysis. The result of the research revealed that no direct significant connection between developmental performance appraisal and contextual performance, while organizational support does not mediate the link.

In another study by Poursafar *et al.,* (2014b) the linkage between developmental performance appraisal and task performance were vetted. Also, the mediating role of organizational commitment and organizational support were vetted. The result indicates no direct relationship between developmental performance appraisal and task performance. Equally important; result indicates no mediating role of organizational support in the connection between development performance appraisal and task performance. Although, mediating role of organizational commitment in the association between development performance appraisal and task performance was supported.

Furthermore, Kuvaas (2011) undertook a research on the connection between reactions to performance appraisal and employee outcomes which is measured by affective organizational commitment and work performance. From the result, it is discerned that perceived helpfulness of performance appraisal relates to affective commitment, and perceived helpfulness of performance appraisal significantly relates to work performance of workers that report high levels of perceived steady feedback.

In Daoanis's (2012) research the status of the performance appraisal system of Nass Construction Company and its implication to employee's performance were vetted. Data from the sampled tenured workers were gathered via quantitative and qualitative technique. From the findings of the research, it was discovered that performance appraisal system is operationalized in the firm, are precise in respect of content and purpose, and are associated with the vision and mission of the firm, and is accurate. Contrariwise, the research outcome signifies that the performance appraisal system of the organisation has mixed effect (positive and negative) on employees' performance.

Similarly, several researches had examined correlation between performance appraisal and employee performance in an organization. These studies include Mir and Ahmed (2014), Owoyemi and George (2013) etc. there exit positive correlations between these studies, however in the studies conducted by Poursafar et al. (2014a & 2014b) has shown negative correlation between them.

In general, despite some inconsistencies in the findings, yet nearly all the above studies demonstrated positive connection between performance appraisal which has been one of the independent variables in the present study and employee performance.

2.9.1 Performance Appraisal Procedure

Performance appraisal process involves four forms as follows:

1. Instituting job criteria and appraisal standards;
2. Scheduling of appraisal;
3. Appointing appraisers
4. Providing feedback

Boachie-Mensah and Seidu (2012) citing Scullen et al. (2003) observed that initial performance appraisal process was somewhat simple. That, it has to do with ranking and comparing workers with each other only. However, it has been identified that the initial performance appraisal was person-based, and it has some limitations. Consequently, a switch from person-based appraisal to behaviour-based performance assessments comes about. In this kind of appraisal, importance is attached to the tasks or behaviours connected with the accomplishment of a certain job. Documentation is part of appraisal, but it should meet with the legal instructions. Again, part of it is the documentation of HR decisions and conduct of validation research on the appraisal instruments. Many firms have been making move to fulfil all of these objectives concurrently, while they continue to utilize the instruments that were developed for one type of purpose (Boachie-Mensah & Seidu, 2012, cited Wiese & Buckley, (1998).

2.9.2 Measurement of Performance Appraisal

Performance appraisal is a means through which management monitor workers with the aim of enhancing their performance and productivity (Brown & Heywood, 2005). Performance appraisal is commonly measured using six items. Among the items is the one that states: "This firm makes all-out effort in measuring employee performance", The six items were adopted from Snell and Dean (1992) and it has been widely utilized to measure performance appraisal in several researches (e.g. Ahmad & Schroeder, 2003; Hsu, Lin, Lawler & Se- Hwa 2007), and according to Snell and Dean (1992), the reliability result which represents internal consistency of the construct is 0.77.

Adopted from Snell & Dean (1992) are the items of performance appraisal measures as follows:

1. This firm makes all-out effort in measuring employee performance
2. This firm adopts adaptable performance benchmarks.
3. Workers in this firm really partake in goal-setting and appraisal.
4. The managers/supervisors often converse with workers in respect of their performance.
5. This firm lays much emphasis on worker's individual future development while discussing his/her performance.
6. Increment in pay, promotion, training and development, and other rewards are very closely connected to performance appraisal. The procedures and measures above are used in assessing the employees' performance and the subsequent feedback on performance. The next section discusses succession planning.

2.10 Succession Planning

According to Posthuma, et al. (2013) certain practices (e.g. Succession planning, public recognition, job security and equitable pay) of HPWS have been found to be under studies, despite a mushrooming body of literature that has surfaced over years on HPWS performance nexus. Thus, indicating dearth of studies on their impacts on organizational performance. In addition, it has been claimed by Sharma, Chrisman, and Chua (1997) that succession planning is yet to get general theory of its own. In line with above submissions this research included succession planning as one of HR practices that influence employee performance.

Charles (2006) observed that succession planning refers to a means through which the potential candidates among the workers are recognized for the crucial positions in an organization. Such workers can be selected for the positions after specifically targeted development happens. In succession planning scheme, workers with good performance are recognized, and steady method is taken to enable assembling, analysing, and retaining information about potential leaders and planning for their further development.

Furthermore, Rothwell (2005) asserted that higher education institutions to day, succession planning is more important than it was in past decades, given the retirement departure of personnel and coupled with the fact that higher education leadership requires combined relationships that must be developed with diverse internal and external stakeholders. Moreover, Rothwell (2005) opined that individual higher education institutions can increase the leadership source of internal talent by looking more deeply within its ranks and files to identify potential successors using a succession planning process. Several organizations, including higher education institutions, depend on this approach to succession planning in which a talent source is developed internally (Darvish & Temelie, 2014).

In addition, Mehrabani and Mohamad (2011) opined that certain factors can predict changes in organizational strategic plans. Such factors include retirements, promotions, severe sickness, death, and employee decision to pursue a career somewhere else. To cover such changes, organizations must have a key employees' replacement plan. There are mainly three focal points of succession planning as pointed out by Hedum (2010). These are:

1. It fills the vacuum that will be created by the retirement of the senior leadership.
2. It aids firm prepare for an unanticipated event like the sudden sickness or demise of a person in a key leadership role in the firm.
3. It guarantees that firm has the right calibre of personnel in place to operate at topmost efficacy.

A good number of researches have examined significance of succession planning in organizations, these includes:

Michel (2016) conducted research on advisor-givers in the family business succession process; their tasks, roles and role modification throughout the process, as well as their effect on agency costs, objective post-succession performance and the level of satisfaction. The finding of study confirms a strong positive influence of a formal advisor on the firm performance. Again, it shows an increase in the incumbent's and successor's satisfaction with the outcome of the succession process

Daspit, et al. (2015) conducted a research on the major phases of the management succession process (ground rules, successor development, and transition) and the applicable stakeholder exchanges occurring during each phase, including exchanges between incumbents and successors, within family boundaries, and across family boundaries. The results of the finding had shown that the researchers were unable to identify any contributions that offer primary insights into exchanges across family boundaries during phases 2 and 3.

Gomba's (2014) research revolves around understanding the influence of the incumbent, the successor, the family and the business, on management succession within black family-owned businesses in South Africa. The findings of the studies showed that changes in the size and nature of the business had a profound influence on the management succession process, allowed by the change in market conditions.

The study conducted by Zahrani, et al. (2014) which focused on the effect of family business characteristics on succession planning in the context of Iran's industrial towns, established a positive and significant connection between business family characteristics including tendency of trusted people to succeed and successor planning.

Sharma, et al.'s study (2012) on the impact of incumbent's desire to keep the business in the family, and the tendency of a trusted successor to take over on the level to which family firms engage in succession planning activities. The findings of the study signify that the tendency of a trusted successor to take over has significant effect on the incidence of all succession-planning-based activities

Mehrabani and Mohamad (2011) surveyed the extant literature on the common perspectives regarding succession planning and management. The result of the findings revealed that there is need for the managers to make choice and adapt succession planning approaches which best suit their organization.

Furthermore, the research of Crumpacker and Crumpacker (2007) focused on the challenges relating to the generational standpoint of age-related values, norms and values that exist in a multigenerational labour force with probable impacts for HR in influencing organizational culture via the succession planning procedure. Also, Suhler Hart (2011) vetted succession planning efforts at health care firms across Minnesota. By recognising the various successions planning efforts is currently place in a selected sample of firms, and the hurdles and challenges to successful implementation to be recognised.

2.10.1 Succession Planning Procedure

Succession planning is a means that should involve recognition of the pool of prospective successors, selection of successors, and declaration of the selected successor and other management leaders. The steps involved in succession planning procedure also include the need to train the successors and the need to create a vision of the firm after succession. Sharma, Chua and Chrisman (2000) add description of task to be observed by the retiring CEO. To recap it all, the proposition of Christensen (1953) cited in Sharma, et al. (1997) would suffice. It was posited by the author that the succession-planning process entails the following:

- Picking and training a successor
- Creating a vision or strategic plan for the firm after succession
- Outlining the role of the departing incumbent
- Communicating the decision to key stakeholders

2.10.2 Measurement of Succession Planning

Discerned from the Economic Times (2016) is the possible measurement of succession planning performance. The measurement is as follows:

- Quantity of organizational roles with a successor in place.

- Numbers of 'fully trained/qualified candidates as against the candidates need more years of training. This metric constitutes bench strong-ness.
- Ratio of internal to external talent – This can serve as an indication of strong-ness of firm's bench, and if a large number of leaders are outsourced, then there is needed to advance a stronger bench.
- Workers' attrition rates – Attrition rates may show the level of workers' satisfaction with respect to their jobs. It can also serve as a barometer of the talent management system's success.
- Length of time in roles of leadership.
- Leadership representative of workers' diversity.
- Organization's alliance with planned values and vision.
- Stakeholder buy-in – A balanced succession plan will be approved by a variety of sources.
- Coordination with risk-management teams to evaluate whether leadership decisions have decreased risk.

Organizational management and human resources teams can benefit from adoption of these and other main performance measures, because it will enable them to accurately gauge the effectiveness, and subsequently develop executive talent and enhanced succession planning. Appointment of a new academic leader like Rector marked the beginning of crises in Nigeria polytechnics, this also warrant the introduction of succession planning in this study as in line with Posthuman, et al. (2013) assertion. The procedures and measures above are used to put in place effective succession planning program in the organization.

2.11 Advancing the Existing Body of Knowledge

The existing studies (e.g. Tang, Siu & Cheung, 2014; Shehu, e tal., 2013; Joarder, Sherif & Ahmmed, 2011; Liang, Saraf, Qing Hu & Xue, 2007) were conducted to involve testing of mediating variables to unpack the vague processes in the relationship between HR practices and performance. However, this study tests moderating effect of a third variable on the HR practices-performance link to provide more insights in the HRM research field.

Management support has been used as moderator in different studies, but to advance the field of knowledge further and attain much more profound insights about the subject matter, moderating effect of management support on the HR practices-performance link is tested in this study, because it is a vital element for accomplishing organizational goals on behalf of flowing knowledge, to improve desired behaviours (Cabrera et al., 2006). Management support play crucial role in reconciling dispute between academic staff and government in Nigerian polytechnics.

In this study, it is not sufficient to study compensation and performance appraisal alone in relation to employees' performance, therefore this study added other variables like recruitment and selection, training and development, since the study of employees' performance will be incomplete without comprehensive recruitment and selection, and extensive training and development that will guarantee relevant skilled employees (Lepak, et al., 2006).

2.12 Moderating Role of Management Support

Simply put, management support can be referred to as the provision of the instruments and resources by the organization for the workers to accomplish novel work. For the coordination of efforts, and flowing of knowledge to develop good work behaviours, there is need for management support (Cabrera *et al.*, 2006). In addition, management support enables formation of a common sense of innovation and advance (Tsai & Ghoshal, 1998). The reason is that the decisions of the management do influence all the aspects in an organization. Management support has become a constant predictor of discretionary and active work-related behaviours (Hunter & Cushenbery, 2011).

Management support gives employees a sense of involvement and contribution, for this is necessary for inspiring creative ideas, discovering new opportunities and converting them to action without losing efficiency at work (Calantone, Cavusgi & Zhao, 2002). Given this, management support cannot be over-emphasized. Quite numbers of research (e.g. Amabile, Conti, Coon, Lazenby & Herron, 1996; Oldham & Cummings, 1996; Song, Kolb, Lee & Kim, 2012) have provided evidence that management support is a predictor of discretionary behaviours. To substantiate this, Oldham and Cummings (1996) in their research, found that supportive management makes a significant contribution to the number of patent disclosure workers.

Moreover, erstwhile studies have also established that supportive managers do induce innovative work behaviour in the workers. By way of Illustration, Janssen's (2001) research signified that employees react more creatively to work demands when they perceive that their inputs are justly remunerated by their organizations. Employees with the perception of unbiased evenness of manager's inducements relative to employees' work-related inputs will do their work with creativity. Really, employee-management relationship depicts a vital phase of the work context that influences the worker's intention to accomplish the work assigned to him.

Hence, the ingenuity for problem-solving, enhanced speed of response, and the quality of work would all be developed and applied. It has become a fact that worker would be stimulated to concurrently operate in cooperative and innovative ways, and engage in behavioural ambidexterity, if the workers perceive managers' support (Pastor & Martin-Perez, 2015). More so Groschl (2005) with management commitment, feelings of defeat prejudice, stereotypes and negativity in the firm will disappear. Performance of the firm can be boosted by managers' supports.

Furthermore, there have been a good number of empirical studies in which management supports played the role of moderating variable. For example, Prieto-Pastor and Martin-Perez, (2015) in their research on ambidextrous workers for ambidextrous learning, hypothesized the moderating role of management support in the link between high-involvement HR systems and ambidextrous learning, and the hypothesis was supported.

In another study, Pohler (2010) examined the relationship between unions and employee and organizational outcomes: the outcome of the empirical study are consistent with the idea that management response is a key moderating mechanism of a union's power and thus impact, contributing to zero or negative sum outcomes when management chooses to compete (i.e., union power is exerted in the direction of harmful monopoly effects) and positive sum outcomes when management chooses cooperation (i.e., union power is exerted in the direction of beneficial voice effects).

Furthermore, based on Ko, Hur, and Smith-Walter's (2013) study, management support moderates the link between family-friendly work practices (FFWPs) and job satisfaction and organizational performance, in this study, there were two moderators: management support and performance-oriented management, but only management support was found to moderate the nexus between FFWPs, job satisfaction, and organizational performance. In addition, Mihalache, Jansen, Den Bosch, and Volberda's (2012) research on the nexus between offshoring and the introduction of new products and service, with the moderating role of top management team (TMT) attributes (i.e., informational diversity and shared vision), confirms the moderating role of management support in the nexuses in the research.

Moreover, in the research undertaken by Karatepe and Kilic (2015), managerial support was hypothesized to moderate the influence of three constituents of work-family conflict on emotional exhaustion and turnover intentions. Data were collected from the sampled full-time frontline workers in the travel agency industry in the context of Turkish Republic of Northern Cyprus. The research's outcome proves that manager support lessens the positive influence of time- and behaviour-based work–family conflict on emotional exhaustion. Also, the finding proves that manager support lessens the positive influence of time- and strain-based work–family conflict on turnover intentions.

Besides, in the Finkelstein and Hambrick's (2013) research which vetted the link between managerial tenure and organizational outcome as strategies persistence and conformity in strategy and performance with other firm in an industry, executive-team tenure was found to have a significant impact on strategy and performance, with long-tenured managerial teams following more endured strategies, strategies that followed the central tendencies of the industry, and demonstrating performance that closely abide by industry average. The research outcomes varied contingent on the level of managerial discretion, with the strongest results occurring in contexts that allowed manager's high choice.

Nevertheless, in the context of Thailand, perceived managerial support's moderating role was not supported in Sawang's (2010) study. In the study, both the mediating and the moderating impacts of the perceived managerial support on role stressors and psychological outcomes were tested. While the mediating role of perceived managerial support was validated, its moderating role was not supported. Likewise, in the Yunus, Jailani, Hairuddin, and Kassim's (2013) research, the role of top management in imposing green IT for sustainable environment was vetted using the green IT adoption model (GITAM) and the technology, organizational and environment (TOE) model. However, the result of the cross-sectional research proves that top management role does not predict faster green IT adoption, but it would be beneficial for firms to bring greener technologies and be more environmentally responsible in their practices and strategies.

The importance of management support for training cannot be over emphasized; it served as motivational stimuli to employees. In terms of compensation, management support plays role in the design of pay structure. Managers are in charge of monitoring the market situations and government's rules to guarantee that the firm's pay rates are up-to-date and competitive (U.S. Department of Labor, 2014). Managers are also in charge of analysis of data on wages and salaries, and they also gauge their firm's pay structure against the competitor's pay structure, because the information gotten from the analysis and assessment will be used to keep up or develop pay scales for their firms (U.S. Department of Labor, 2014).

Regarding performance appraisal, management support plays its role. Performance management that is laden with the management support entails a systematic process of assessing job related performances and skills of employees, as opined by Koshy and Suguna (2014) that it enables management and workers to recognise strengths and weaknesses in the performance of the workers.

Furthermore, it also provides a chance for managers and workers to discuss the employee's goals, it upsurges affinity between management and workers, job satisfaction, and it enhances workers' sense of loyalty towards the firm (Koshy & Suguna, 2014). Management support for employee performance appraisal shows that managers' rate employees according to the company's expectations and its performance standards that mean managers assess their employees encourages them to achieve their goals year after year.

In addition, management support for performance appraisal is a vehicle in developing and maintaining individual employee and managers' relationship (CIPD, 2015). Management support for succession planning help in identifying a pool of high-potential candidates, develop leadership competencies in those candidates and then select leaders from the pool of potential leaders for their organization. Furthermore, management support for succession planning by using a strategic, systematic, and deliberate activity to ensure an organization's future capability to fill vacancies without patronage or favouritism. In the light of above, this study used management support to moderate by firming up the link between HRM practices and employee performance in state owned polytechnics in Nigeria.

Moreover, management support is deemed suitable moderator between HR practices and employee performance in the context of academic in Nigeria because management of the state-owned polytechnics fails to give support to the lecturers to facilitate work performance. Support is given to those that belong to their group. Lack of management support has evidently hampered the performance of the lecturers. It has been established empirically that management support boosts and enhances performance of employees. Thus, management support as a component of perceived organizational support (POS) is selected as moderator for the current study because it will enrich the understanding of employee performance. The next section discusses the underpinning theories for this study.

2.13 The Underpinning Theories

Theory can be looked at as a scheme of thoughts meant to explain something, especially one based on general principles independent of the matter to be explicated. In a simple term, it is a set of principles on which the practice of an activity is based (advance learner dictionary). In this study, AMO theory and social exchange theory were adopted as underpinning theories.

2.13.1 Social Exchange Theory

Social exchange theory is based on a central premise that the exchange of social and material resources is a fundamental form of human interaction. The theory assumes that relationships that provide more benefits than costs will yield enduring mutual trust and attraction (Blau, 1964). These social transactions encompass both material benefits (i.e. salaries, bonuses, and allowances) and psychological rewards (status, loyalty and approval) (Yukl, 1994). Central to both social exchange theory and the norm of reciprocity is the concept of unspecified obligations. Unspecified obligations denote human behaviour that when one individual party does a favour to another, there exists an expectation of some future return from the other individual party.

Moreover, social exchange theory postulated that relationships develop over time into faithful, loyal and worthy commitments (Cropanzano & Mitchell, 2005). In order to form such commitments, people have to obey rules of exchange. This exchange ideology explains that if a person gains something from the giving party, the receiving party should return the favour to the giving party (Cropanzano & Mitchell, 2005). Management supports as an element of perceived organizational support (POS) induce innovative work behaviour in the workers, while workers react more creatively to work demands when they perceive that their inputs are fairly remunerated by their organizations (Janssen, 2001).

Moreover, when an employee sees the organization as supportive, he or she will presumably also be supportive towards the organization (Cropanzano & Mitchell, 2005). Management support stimulates workers to operate concurrently in cooperative and innovative ways (Pastor & Martin-Perez, 2015), implying that employees are more motivated to improve their performance through HR practices caharcterized with management. This constitutes what social exchange theory stands for. Thus, it could be asserted that management support could affect the relationship between HR practices and employee performance.

2.13.2 Ability Motivation and Opportunity (AMO)

AMO Model has been the common model adopted at employee level (Lepak et al., 2006). However, Lepak, et al. (2006) conceptualized HR practices as falling into one of the three main dimensions of AMO theory. While Jiang et al. (2012) and other scholars postulated that three factors have been identified to augment employees performance, these includes Ability-Motivation and opportunity (AMO) theory. And Boxall and Purcell (2003) asserted that employees' performance is contingent of AMO theory. In line with above submissions, this study used AMO theory to ground the research variables' relationship. Hence the variables are all HR practices.

Ability - Motivation - Opportunity (AMO) theory is the model which postulates that workers' physiognomies can be enhanced via certain HR practices. According to this theory, workers' physiognomies are of three spheres. They include abilities (A), motivation (M), and opportunities (O), Lepak et al. (2006). Three factors have been identified by numerous researchers to augment workers' performance. These three factors are workers' abilities, motivation, and work environment.

Abilities are the competences of the employee needed for task performance. This dimension can be subdivided into knowledge, skills, and other characteristics. Knowledge is the intellectual capital of an employee that can be used for the performance of tasks. Skills are the employees' functional or specific expertise (Subramaniam & Youndt, 2005). And 'other characteristics' is a general category for other factors such as personality, willingness, and interest and tangible factors such as degrees. All these elements influence task performance of an employee. In the literature, variables used to measure abilities are often human capital and educational level (Jiang, Lepak, Hu, & Baer, 2012). Human capital can be referred to as a blend of workers' knowledge, skills and abilities, and educational level is the degree to which employees are educated.

Motivation is the direction, intensity, and duration of employees' effort in performing tasks. Other, slightly different definitions can be found of motivation (Campbell, McCloy, Oppler & Sager, 1993). For example, according to Jiang, et al. (2012) motivation denotes readiness on the part of workers to put forth efforts in his work.

The third dimension of the AMO framework is 'opportunity to perform'. According to Jiang, et al. (2012) opportunity to perform is the opportunity for employees to use their skills and motivation to perform. Giving the workers the power to make decisions that impact firm's direction and performance. For an employee to have a chance to perform, they need to be allowed by their employer to do their job in a way that is contributing to organizational performance, and thus get the power to accomplish their tasks in the best way possible. When an employee does not feel in control of his or her actions, they will not get the opportunity to use their skills and motivation to perform in the best way possible.

There has been a kind of unanimity among the streams of HRM research regarding the measurement of HRM since more than a decade. Survey of literature reveals that more than half of the articles published after 2000 adopted AMO (Ability, Motivation and Opportunity) theory. It has been suggested that HRM system should be configured to cater for the needs of the workers in terms of skills and motivation, and to offer them the opportunities to utilize their skills in several job roles (Jiang, Lepak, Hu & Baer, 2012). The reason is that, according to Gyensare and Asare (2012) a motivated worker who possesses the requisite abilities and is provided with opportunity to profile himself will ensure enhanced performance of his work. As posited by Jiang, Lepak and Baer (2012) numerous scholars have adopted ability-motivation-opportunity (AMO) model of HRM and observed that employee performance is contingent on the roles played by its three indispensable mechanisms which are ability, motivation, and opportunity. Based on this, performance-induced HR systems can be otherwise considered the said three indispensable dimensions of AMO model (Appelbaum, Bailey, Berg & Kalleberg, 2000; Bailey, 1993; Boxall & Purcell, 2008; Delery & Shaw, 2001).

Besides, In keeping with the extant stream of studies (e.g., Batt, 2002; Huselid, 1995; MacDuffie, 1995; Subramony, 2009), it is proposed that it might be productive to conceptualized HR practices as dwindling into one of the three main dimensions of AMO model: skill-enhancing HR practices, motivation-enhancing HR practices, and opportunity-enhancing HR practices.

Moreover, skill-enhancing HR practices, which include comprehensive recruitment, rigorous selection, and extensive training, are drawn up to guarantee relevantly skilled employees. In addition, Motivation-enhancing HR practices involve performance appraisal, competitive compensation, and they are meant to boost employee motivation. Opportunity-enhancing HR practices are the HR architectures meant to encourage employees to use their skills and motivation to accomplish organizational objectives. Opportunity-enhancing HR practices include succession planning. Hence, the selection of the variables of this study is grounded by AMO model. Adoption of the framework that encompasses three dimensions of HR systems is informed by investigation of differential effects of the three dimensions of HR systems on various types of HR outcomes (Jiang, et al., 2012).

Furthermore, AMO framework is considered to focus on the significance of considering variables at the individual level like workers' skills and competences (A =abilities), their motivation (M = motivation) and their (O= Opportunity) to partake (Boselie et al., 2005). More so, the direct effect of motivation and opportunity on HRM performance cannot be achieved except with inclusion of the essential skills and knowledge to carry out the HRM practices in the workplace. Hence, the role of ability in the enhancement of performance is inevitable, so also the role of motivation and opportunity. Also, ability has be found to directly predict performance while motivation and opportunity are found to either increase or decrease the influence of ability on performance.

More so, it is noteworthy that the AMO theory should be symbolised by both a fully additive and a fully interactive effect. Motivation and opportunity have no additive effect on their own but only in combination with ability. Hence, it is claimed that the AMO theory should be based on a formula of the form $P = f\mathrm{A}\ (1 + \mathrm{M} + \mathrm{O})$ (Boxall & Purcell, 2003). It is also postulated that there will be collaborating effects of ability and motivation ($\mathrm{A} \times \mathrm{M}$), and of ability and opportunity ($\mathrm{A} \times \mathrm{O}$), but not of motivation and opportunity since by that alone, they cannot augment performance. Only ability has been contended to have independent, direct, and positive effect on performance, and this effect can be positively or negatively predicted by motivation and opportunity.

In sum, AMO model supposed that performance can be expedited through three factors which are ability, motivation and opportunity. The first factor can be achieved through recruiting and selecting quality personnel. Jiang Lepak, Hu, and Baer (2012) asserts that ability of the firm's human capital can be enhanced through all-inclusive recruitment, rigorous selection, and broad training. The second factor can be accomplished through motivation-enhancing HR architectures such as developmental performance management, competitive compensation, incentives and rewards. The HR architectures such as succession planning constitutes what can be used to empower employees and give them opportunity which is the third factor. AMO model proposed that empowered and motivated employee with boosted KSAs would remain in the organization and record higher performance which consequently enhance higher organizational performance (Boxall & Macky, 2009; Gyensare & Asare, 2012).

Thus, AMO model underpinned the selection of the five HR practices in this study. This study used AMO theory and social exchange theory to ground the variables of the study together. Figure 2.1 shows the research framework as below:

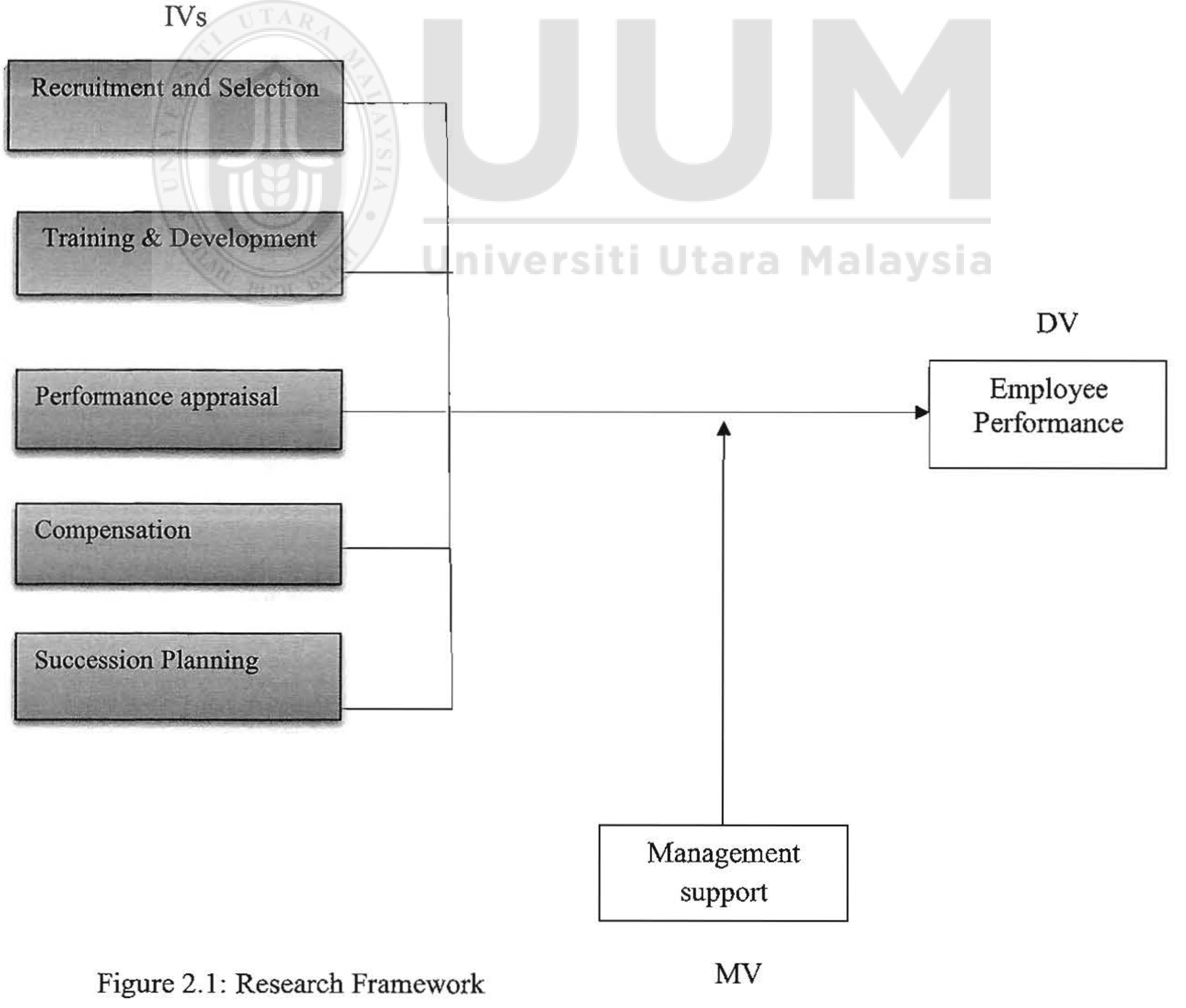

Figure 2.1: Research Framework

2.14 Chapter Summary

This chapter has housed the review of all the pertinent literature regarding human resource practices and employee performance. Also, this chapter connotes the review of relevant studies on management support which is moderator in this study. Consequently, significant research gaps were discerned from the review of the literature. In the next chapter, methodology and research hypothesis development will be undertaken.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter two of the research has reviewed and discussed the related literature on human resource management practices, management support, and employee performance. Therefore, this chapter discussed the methodology and the procedures adopted by this study. Specifically, this chapter covers nature and philosophy of the study, hypotheses development, population, sample size, sampling technique and research instrument adopted for the study. Data collection and data analysis techniques conclude the chapter.

3.2 Nature and Philosophy of this Study

It is of benefit to connect research and philosophical orientation because it shed light on the theoretical framework of the research. By and large, researchers have had their own particular stance regarding the features of certain social reality, and they also have had understanding based on their own philosophical paradigm.

Creswell (2009) observed that unearthing the standing reality and revealing the truth regarding in the social environment has become the preoccupation of positivism, subjectivism or realism. Also, it is recommended by the positivist example that social phenomenon ought to be considered an entity, as physical phenomenon is considered an entity by the natural scientists (Creswell, 2009). The implication of this assertion is that in a research to be conducted, the research should stay independent of the research, and this requires adoption of techniques that get the most out of objectivity and minimalize the effect of the researcher in the research process.

Positivist's research paradigm is characterized by the fact that empirical evidences which are gathered in a value free-way should be detached from personal views, ideas or emotions. Laws regarding cause-effect basis do regulate empirical evidences. Also, it has become facts that the analysis of social reality is statistical in nature, and the adopted methodology is of high structure. Hence, it gives room for replication, which can be by the same scholar, or others. It is also claimed by the scholars that there is constancy in the pattern of social reality. For that reason, knowledge can be considered to be preservative. Given the above researcher's position, the underpinning philosophy for this study is positivism.

Specifically, this study is a quantitative one, and, according to Creswell (2009), quantitative research as a type or a kind of inquiry that explicates phenomena via gathering of numerical data, and analysis of the gathered data using statistically-based techniques. Thus, this study is a quantitative in nature because it employed the use of measurement (i.e. the use of statistical tools) to understand effect of Human Resource practices, Management support and Employee performance. Additionally, this research is deemed fit to be quantitative in nature because it satisfies the requisites of quantitative inquiry, in quantitative inquiry, it is held that social reality should be empirically explicated and analysed via data collection and analysis in which data collection and analysis would follow an inflexible guide (Creswell, 2009).

3.3 Hypotheses Development

This segment treats the development of hypotheses. The hypotheses were formed from the extant literature, and in relation to the research questions and objectives of this study. All the hypotheses developed in this section are tested in this study

3.3.1 Link between recruitment and selection, and employee performance

Quite numbers of factors predict the performance and success of firms. Out of these numerous predictors, employee is considered the paramount predictor of the firm performance (Koshy & Suguna, 2014). Also, employees of the firms are determinants of the future of firms of whatever kind. The reason is that employees contribute greatly to the accomplishment of organizations' objective (Koshy & Suguna, 2014).

In the context of Nigeria, there exists the issues related to poor performance of academic staff, this has reflected in several aspects which include examination malpractices (Sani, 2011; Attachegbe, 2013; Inam, 2014; Petters & Okon, 2014; Anzene, 2014; Suleman, Gul, Ambrin & Kamran, 2015). Mass failure in examination (Clark, 2013; Kola, 2014), losing accredited programmed (NBTE assessment evaluation). Poor performance of academic staff in Nigeria also reflect in their irregular attendance of classes, rushing students in lecture while examination has drawn nearer, threatening and intimidating female students by some male lecturers, arbitrary award of marks based on purchase of hand-outs, delayed in marking and realizing examination results, exchange of sex for grade and exchange of money for marks have also been frequently reported in the news (Taiwo, et al.., 2014; Balogun, et al., 2013; Ademola, Simeon, & Kingsley, 2012; Official BongoLife, 2012; Sahara Reporters, 2011; Akaab, 2011; Justina, et al., 2011). It has become imperative that the management of higher education institutions should address and manage issues related to academic staff effective performance (Kura, 2012). This will go a long way to reduce if not stopping the educational sector from further deteriorating.

Employees' performance has been significantly predicted by various factors and issues as pointed out by many scholars in the series of studies undertaken. For instance, it has been argued that organizations need to plan themselves to be able to stand the test of time and cope with challenges from whatever angle and that begins with scouting for the right calibre of persons to man the affairs of the organization (Ishizaka & Labib, 2011; Sodhi & Lee, 2007).

More so, it has become an empirical fact that recruitment and selection is an essential organizational practice that can induce high productivity and greater success (Michie & Sheehan, 2005). Also, according to Fiorito, Bozeman, Young, and Meurs (2007) and Taylor, Levy, Boyacigiller, and Beechler (2008), recruitment and selection can augment the degree of workers' commitment, and, as posited by Takeuchi, Lepak, Wang, and Takeuchi (2007), it enhances human capital development which would consequently result in higher overall performance.

Moreover, researchers posit that through recruitment and selection organizations can effectively win the commitment of their employees and indirectly checkmate employee behaviours (Paik *et al.,* 2007). More so, some empirical studies have been conducted to link employee performance with recruitment and selection. The studies include Tabiu and Nura (2013) Marwat et al. (2009) Kepha et al. (2014) Saleem and Khurshid (2014) etc. For example, Saleem and Khurshid (2014) conducted their research regarding the influence of HR practices (i.e. recruitment and selection, training and development) on organization commitment and compensation and employee performance in three banks of Lahore, Pakistan from 92 branches, the result of correlation analysis show the existence of strong positive correlation among all the study's variables which include recruitment and selection, training and development, performance appraisal, compensation, and employee performance.

However, there is lack of research on the link between human resource management practices and employee performance among academics in Nigeria Polytechnics. Also, there is dearth of research on employee performance in the public sector even within the Nigeria context when compared with studies on private sector. Hence there is need for more research on public sector employee performance (Nura, 2014; Babagana, 2014).

This perhaps obliges the key interest in this study to study the link between human resource management practices and employee performance among academics in Nigeria Polytechnics because the literature points out that even though there are empirical studies on the relationships they are not based on the context of Academics in Nigeria Polytechnics thus, the researcher is keen to contribute in this area.

Based on the above-mentioned exposition, this study states the following hypothesis

H1: Recruitment and selection has positive and singnifcant effect on employee performance.

3.3.2 Link between training and development, and employee performance

There is a pattern in the connection between training and development and employee performance; the connection begins from employee training and development to employee's performance, and to organizational effectiveness. Employees do learn and re-learn to improve their existing knowledge and skills tremendously which invariably help them enhance their effectiveness at work. Development as a coaching strategy employed by organization to ensure that employees are integrated and saddled with some responsibilities to enable them achieve their personal and organizational objectives and in doing so, effectives employee performance is guaranteed.

Quite a number of empirical studies (e.g. Amin et al., 2013; Khan, 2012; Jagero, et al., 2012; Hafeez, 2015; Sultana et al., 2012; Falola, et al., 2014) that show positive link between employees' performance and training and development exist. For example, Falola, Osibanjo and Ojo (2014) investigate the effectiveness of training and development in enhancing employee performance in selected banks in Lagos Nigeria. The study distributed 250 questionnaires out of which 223 representing 89.2% were duly completed correctly and returned. The descriptive statistics indicated that training and development (both on-the-job and off-the-job) are related with employee performance.

Nevertheless, there is shortage of research on effect of training and development on employees' performance among academics in Nigeria Polytechnics. Also, there is dearth of research on employee performance in the public sector even within the Nigerian context when compared with studies on private sector. Hence there is need for more research on public sector employee performance (Nura, 2014; Babagana, 2014).

In the light of above established evidences, this study states the following hypothesis.

H2: Training and development has positive and signifcant effect on employee performance.

3.3.3 Link between compensation and employee performance

Compensation, as a HRM practice, involves all type of rewards that employees receive in an exchange for what they have performed towards achieving organizational objectives (John, 2003). Different kind of compensation packages are designed for varying level of employees, based on employees' educational background, experience and based on the kinds of trainings that have been passed through by the employees (Pedro & Vicente, 2007). Compensation has been considered a fundamental issue of concern on employees and a powerful utility for them to improve their performances (Furnham, 2005; OECD, 2005).

Moreover, a good number of empirical studies on the link between compensation and employee performance has been carried out by different scholars and from different context. (e.g. Oluigbo & Anyiam, 2014; Hameed, et al., 2014; Rizal, et al., 2014; Jensen & Murphy, 1990; Sopiah, 2013). For example, Oluigbo and Anyiam (2014) studied the effect of compensation on employee performance in Nigeria. The study used a sample of 92 employees of Zinox Technologies Limited (a private company that specialized in information technology). Frequency distribution table, simple percentage and chi-square are the statistical instrument used in the analysis of data. The study revealed that compensation influence employee performance.

Conversely, there is lack of study on the link between compensation and employees' performance among academics in Nigeria Polytechnics. Also, research on employee performance in the context of Nigerian public sector is lacking. Hence, there is need for more research on public sector employee performance (Nura, 2014; Babagana, 2014).

Owing to the above discussion, the following is hypothesised thus:

H3: Compensation has significant effect on employee performance.

3.3.4 Link between performance appraisal and employee performance

Firms' line managers that do involve in the exercise regarding performance appraisal of workers have found the task to be highly difficult and unpleasant. Performance appraisal is also considered to be a problematic HR practice, and line managers as well as personnel in the firms' HR departments are really avoiding it (Dessler, 2011). As posited by Grote (2010) above other management process, performance appraisals have more impacts on worker's careers and employee's work-based lifestyle. In addition, through performance appraisal, employees' motivation can be enhanced, and business can be made more effective. Appraising workers at regular intervals can reveal to the management the areas of strengths of the workers, and the areas of weaknesses that require improvement, and how well workers have followed the set firm's goals.

In addition, an important means for the evaluation of the standards set by the firms for its workers constitutes what performance appraisal is. It is employed to trace workers' inputs in relation to the organizational goals. Through performance appraisal, individual employee's strengths and opportunities are recognized for the future improvements, and the level of organizational goals attainment is assessed in order to guide the company's future planning and development (Daoanis, 2012).

Besides, many empirical researches, have established a positive link between performance appraisal and employee performance in organization (e.g. Mir & Ahmed, 2014; Owoyemi & Georga, 2013; Poursafor et al., 2014a, 2014b; Singh, et al., 2010; Daoanis, 2012). For example, Mir and Ahmed (2014) investigated the influence of performance appraisal on employee performance in the banking sector. Questionnaire was used in the collection of data from 150 bank employees selected from various banks in Islamabad. The correlation analysis shows strong significant positive link between performance appraisal and employee performance. Also, the regression revealed that performance appraisal explained 58% variance in employee performance.

Yet, much is not known about the effect of performance appraisal on employees' performance among academics in Nigeria Polytechnics, and there is dearth of investigation on employee performance in the public sector even within the Nigeria context when compared with studies on private sector. Hence there is need for more research on public sector employee performance (Nura, 2014; Babagana, 2014).

In view of the above justification, the following hypothesis is stated thus.

H4: Performance appraisal has significant effect on employee performance.

3.3.5 Link between succession planning and employee performance

The current business environment which is characterised with global competition and business cut-offs determines the context within which succession planning can thrive. In doing so, a very dynamic orientation is necessary. The orientation should be done by the management of the succession planning exercise, and it should be constant, and the processes should be integrated. The concept of succession planning is a positive approach to guarantee continuity in an organization by identifying how vacant positions that were created due to planned and unplanned departures of employees will be filled. This implies that succession planning is both a dynamic and systematic leadership and talent development strategy embarked upon to be able to accomplish future organizational operational needs and goals. Simply put, succession planning is the life event of an organization. Consequent upon this, succession planning has been proven to be an antidote to disruption of organizational policies due to the effects of resignation and loss of talent in organization (Nayab, 2010).

In addition, there are some of the empirical studies that show the significance of succession planning in an organization (e.g. Michel, 2016; Daspit, et al., 2015; Gomba, 2014; Zahrani, et al., 2014; Mebrabni & Mohammed, 2011; Sharmal, et al., 2001, 2003, 2012; Suhler-Hart, 2011; Crumpacker & Crumpacker, 2006). Based on the observation made by Posthuma et al. (2013) there is dearth of research on the effect of succession planning. This implies that despite that succession planning is a vital HR practice that has its crucial role in the achievement of organizational success, little is known about its influence on employee performance, most especially in the context of Nigerian Polytechnics. In addition, there is shortage of research on effect of successions planning on employees' performance among academics in Nigeria Polytechnics. Hence, there is need for more research on public sector employee performance (Nura, 2014; Babagana, 2014).

Given the above argument, this study hypothesises thus:

H5: Succession planning has positive and significant effect on employee performance.

3.3.6 Moderating Role of Management support

The context within which organization operates and the situation in which firm finds itself has effect on the sort of plans, policies, etc. that will be adopted by such firm. Likewise, the role of the HR department is predicted by the situations of the organization regardless of the size of the organization. HR policies and practices of the firms are greatly influenced by the internal and external environments of such organization (Schuler & MacMillan, 1984). The strategic orientations of firms also have bearing on the implementation of HR practices and the consequent influence on the organizational performance (Teo, Le Clerc & Galang, 2011). HPWS systems can be destructive or helpful because internal and external boundary conditions determine the effectiveness of HR systems (Chadwick, Way, Kerr & Thacker, 2013).

Management support does not only denote the organizational provision of the means and the instruments for the purpose of discharging the work creatively, it is also an essential component for accomplishing organisation of efforts on behalf of the flowing of knowledge, to improve desired behaviours (Cabrera *et al.*, 2006). Also, management support is a means through which a common sense of innovation and advancement is developed (Tsai & Ghoshal., 1998).

Management support correlates with HR practices. This implies that management is responsible for directing the efforts toward the best option for recruiting the right candidates, as this will facilitates hiring of the right applicants for the job, in line with the needs of existing job vacancies and predictions for future needs. Management support can make employee get involved and encouraged to employ their know-how and skills to propose ways for improvements in some job aspects that need the improvements. This kind of proposals can be linked to the job, the product, the work atmosphere or the firm. Management support for compensation by responsible for an organization's pay structure. Management support for performance appraisal can be referred to as the schematised process of assessing job-based performances and skills of workers (Koshy & Suguna, 2014).

Moreover, when an employee sees the organization as supportive, he or she will presumably also be supportive towards the organization (Cropanzano & Mitchell, 2005). Management support stimulates workers to operate concurrently in cooperative and innovative ways (Pastor & Martin-Perez, 2015), implying that employees are more motivated to improve their performance through HR practices caharcterized with management. This constitutes what social exchange theory stands for. Thus, it could be asserted that management support could affect the relationship between HR practices and employee performance.

More so, several empirical studies were conducted using management support as moderating variables (e.g. Prieo-Pastor, & Martin-Perez, 2015; Karatep, & Kilic, 2015; Mihalache, 2012; Jiatao Li, & Yi-Tang, 2010; Finkelein, Hambrick, 1990; Yunus, et al., 2013; Khalid, et al., 2012; Sawang, 2010). However, the survey of literature has signified that this is first time management support will serve as a moderator in the link between human resources management practices and employee performance.

Given the discussion above, this study states the following hypotheses:

H6: Management support moderates the relationship between recruitment and selection and employee performance.

H7: Management support moderates the relationship between training and development and employee performance.

H8: Management support moderates the relationship between compensation and employee performance.

H9: Management support moderates the relationship between performance appraisal and employee performance.

H10: Management support moderates the relationship between succession planning and employee performance.

3.4 Research Design

Research design helps in evading the long-time consumption that is peculiar to longitudinal research (Sekaran & Bougie, 2010). The master plan that stipulates the ways and approached employed, in a research, for data gathering and analysis is referred to as research design. Cross sectional survey design with emphasis on quantitative method is adopted for this study. The justification for choosing this design is that it increases the likelihood of gathering information from the respondents easily and at the same time to meet the research objectives. It is also simple and cost effective when compared with longitudinal survey. It could be explanatory, exploratory as well as descriptive in nature. Exploratory, descriptive, and explanatory researches are existing three kinds of business research (Sekaran, 2003). The decision about the kinds of research that should be adopted hinges on researcher's understanding and clarity of the research problem. For the purpose of data gathering on a certain existing phenomenon and provision of decisive results, an exploratory design is adopted for research.

A research that is exploratory in nature is expected to facilitate understanding of a new phenomenon, which further studies will be conducted to gain verifiable and conclusive evidence (Zikmund, Babin, Carr & Griffin, 2010). Furthermore, when there is a certain situation in which little is known about the nature of an existing research problem, descriptive research design is deemed fit. The reason is that it will provide a more specific explanation of the research problem (Sekaran, 2003). To offer additional explanation and depiction of the nature of connexions among the variables in research, explanatory research design is employed. So also, hypotheses' testing is for the purpose (Sekaran, 2003).

This research adopted explanatory, given the fact that it explicates the connexions between human resource practices, management support, and employee performance. Also, in order to offer explanation regarding the connexions among the variables of this study, hypotheses were developed. Moreover, other aspects of research design to highlight for this study include population and study's sample, sampling and sampling technique, procedures of data collection and data analysis. These are discussed in the following sections.

3.5 Population of the Study

Population, in research, denotes, as described by Sekaran and Bougie (2010) is the total set of people, events or things upon which the research will be undertaken. Besides, Sekaran and Bougie (2010) posited that population which may involve a set of people, events or things of interest represent the object from which sample is derived and upon which inferences are made.

There is a total population of thirty-six state owned Polytechnics in Nigerian, A part of private and federal Polytechnics (NBTE assessment evaluation). Thus, this study concentrated on the academic staff of six state owned polytechnics in north central zone of Nigeria. This part of the country constitutes an important portion of Nigeria. In another word, North central geopolitical zone is a replica of other geopolitical zones in Nigeria in which it serves as a base for people from different parts of Nigeria. These polytechnics has total population of 1,440 academic staff; this include; Niger State Polytechnic Zungeru, Kwara State Polytechnic, Ilorin. Kogi state Polytechnic, Lokoja. Nassarawa State Polytechnic, Lafiya. Benue State Polytechnic, Ugbokolo, and Plateau State Polytechnic, Bariki Ladi.

3.5.1 Sampling Design

An act of choosing an array of participants from a research's population in order to undertake the desired investigation is what is called sampling design. Population sample is meant to lessen the cost of sampling error, and this underscored the importance of choosing a suitable sample size. In addition, an opposite sample size is a requisite for an inquiry of whatever kind, given the fact that a very small sample size cannot stand in for the population. Also, type I error is usually committed in a research that utilizes small sample size.

Type 1 error occurs when a particular hypothesis is rejected due to non-significant relationship, whereas the hypothesis is supposed to be accepted if normal sample size is utilized (Sekaran, 2003). Likewise, with large sample size, type II error can be committed in which the hypothesis that is supposed to be rejected is accepted. Hence, large sample size is not fitting to be adopted (Sekaran, 2003). Moreover, need always arises in respect of the ways through which a suitable sample size is determined, because it is important to determine a suitable sample size which will be independent of the study population.

3.5.2 Sample Size

As mentioned above, there is 1440 academic staff in the selected six (6) states owned Polytechnic in Nigeria. To determine the appropriate sample size, this study will make use of Krejcie and Morgan's (1970) sample size determination benchmarks, given the fact that the level of confidence and precision is being taken care of, and minimalized sampling error is guaranteed. Drawing upon these authors sample size determination benchmarks, from a population of 1440, a sample size of 303 will be required to stand in for the population of this study (see in the below table). Hence the sample size 303 is considered appropriate for representing the population of this study because according to Sekaran and Bougie (2010), a sample size between 30 and 500 is appropriate for most research in social science.

To avert cost of sampling errors that may affect the result of the research, selecting a correct sample size is germane. Two errors usually emanate from selection of sample size: Type I error and Type II error. Due to small sample size, some hypotheses that are supposed to be accepted might be rejected. Hence, Type I error is committed. On the other hand, when large sample size is selected, Type II error would occur as some hypotheses that are supposed to be rejected may be accepted and weak relationship may rise to significant level (Sekaran, 2003). From this, it is discerned that more than 500 sample size could be susceptible to Type II error. Type II error emerges when hypotheses get accepted due to larger sample size involved. Whereas, in real sense, those hypotheses might not be accepted. Likewise, weak relationship might be snowballed to become significant relationship.

Different researchers have come up with different methods of determining appropriate sample size. In the first place, power of statistical test will be considered. Power of statistical test refers to a process through which sample size should be determined. Power of statistical test is regarded a possibility that null hypotheses would not be accepted as it is really not a truth or a possibility of not accepting a particular effect size of a certain sample size at a certain alpha level (Cohen, 1988; Faul, Erdfelder, Lang, & Buchner, 2007). More so, researchers are unanimous on the fact that larger sample size results in greater power of a statistical test (Snijders, 2005). Power analysis is the statistical tool for the identification of correct sample size for research (Bruin, 2006).

A *priori* power analysis, in this study, is carried out via G*Power 3.1.2.9 software (Faul et al., 2007). To conduct the test, certain parameters are involved based on the recommendation of Cohen (1977). These are Power (1-β err prob; 0.95), an alpha significance level (α err prob; 0.05), medium effect size f^2 (0.15) and three predictors of dependent variable which are recruitment and selection, training and development, compensation, performance appraisal, succession planning, and management support.

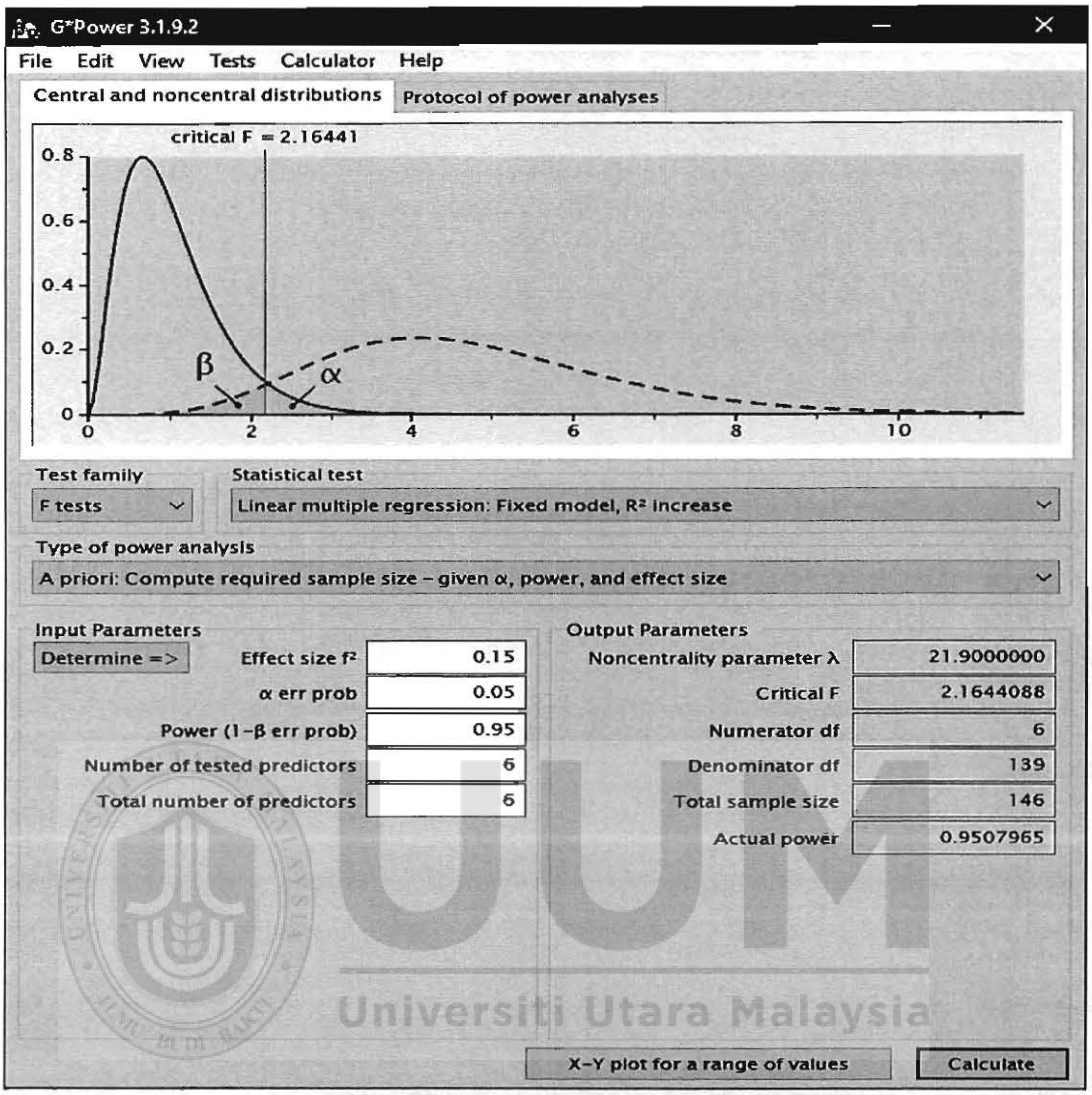

Figure 3.1
The Output of a Priori Power Analysis

From Figure 3.1 above, it is discernible that 146 sample-size was determined by the test to be appropriate for a multiple regression based statistical analysis of this study. However, the calculated sample-size of 146 for such large Nigerian polytechnic population appears to be insufficient. Therefore, it is deemed germane to try a different method for sample size determination.

Considered next is the suggestion by Hair, Wolfinbarger and Ortinall (2008) which states that the sample size should be multiplied by two while Salkind (1997) suggested 40% increase on the sample size. However, it is suggested by Hair, Black, Babin, and

Anderson (2010) that ideal sample size would be between the ranges of 100 – 400 for the research that adopt the Structural Equation Modelling (SEM) as analysis technique. More so, Hair et al., (2010) opined that the sample size, in a multivariate research, should be several times (preferably 10 or more times) larger than the number of the research variables. Going by this, this research has seven variables and therefore the required sample size should be 70 and above.

Having examined different methods of sample size determination, the deemed appropriate method is that of Krejcie and Morgan (1970), supported by Salkind (1997) as it caters for non-cooperative respondents. Therefore, determination of sample size in this study is underpinned by Krejcie and Morgan (1970) and Salkind (1997). Hence, the overall sample size is 424. This is also in consistent with the fact that the higher the sample the more accurate the result will be (Alreck & Settle, 1995). Eventually, this would ensure adequate representation of the population under study.

3.5.3 Sampling Techniques

In this study, stratified sampling technique was used. Stratified sampling technique is defined as a technique whereby the researcher divides the population of study into strata (i.e. sub-groups) and randomly picks the respondents in the population (Wilson, 2010). The respondents in this study are the academic staff in state owned polytechnics in Nigeria comprising of various state-owned Polytechnics. In addition, stratified sampling technique was used because of the resource constrains of the researcher in term of time and money (Sekaran & Bougie, 2010).

Adoption of stratified sampling technique involves a series of steps. The first step is to define the stratum, in this study, there are six (6) stratums, which are six North central states of Nigeria, and a polytechnic will be selected from each of this state. The second step is the determination of the percentage of respondents that will be taken from each stratum through division of the determined sample size by the population of the study (i.e. 424 divided by 1440 and then multiply the no in each element. i.e. 424/1440 by 270 =80).

The last step is the determination of number of each element in the population by determined percentage. For example, the total number of academic staff in Niger state Polytechnic 270 and subject in sample is (424/1440 by 270=80). It can be seen in table below, that some of the number of respondents in stratum are smaller than others, for instance, the number of academic staff in Niger state polytechnic is 270, as compared to the number of academic staff in Kwara State polytechnic, which is 250, Similarly the number of academic staff in Nassarawa polytechnic 210 compared to the number of academic staff in Niger state polytechnic and so others. Hence this study used proportionate stratified random sampling to ensure sufficient number of respondent represented each of the polytechnic selected in Nigeria. The use of proportionate stratified random sampling is considered appropriate because it has been adopted in similar prior studies.

The polytechnics were categorized into six strata, these include: - (1) Niger State Polytechnic Zungeru, (2) Kwara State Polytechnic, Ilorin, (3) Kogi State Polytechnic, Lokoja, (4) Nassarawa State Polytechnic Lafiya, (5) Benue State Polytechnic, Ugbo kolo and (6) Plateau State Polytechnic, Barki Ladi. This display in the table 3.1 below:

Table 3.1
Stratified Sampling of Respondents

Stratum by Institutions	**Number of Elements in Each Stratum**	**Number of Subjects In The Sample**	**% of each sample**
Niger State Polytechnic, Zungeru	270	80	18.75
Kwara State Polytechnic, Ilorin	250	74	17.36
Kogi State Polytechnic, Lokoja	260	76	18.06
Nassarawa State Polytechnic, Lafiya	210	62	14.58
Benue State Polytechnic, Ugbo kolo.	230	68	15.97
Plateu State Polytehnic, Barki Ladi.	220	64	15.28
Total	1440	424	100

The final step in the selected proportionate stratified sampling technique is systematic sampling which was employed in selecting the sample from the available strata. It started with the determination of the number of subjects/elements in the sample from the total number of academic staff in the identified six strata. Then, this was followed by random selection of 424 firms from the total 1440 academic staff in state owned polytechnics that make up the six strata. This was done by selecting sampled academic staff from each stratum. The process of selection started with estimation of sampling fraction for each stratum, which was estimated by dividing the population size of each stratum (i.e. 270 in the case of Niger state polytechnic stratum) by the sample in each stratum (i.e. 80 in the case of Niger state polytechnic stratum).

The estimated sample fraction for the Niger state polytechnic stratum is 3. Thus, one academic staff was selected in every 3 academic staff of the 270 academic staff that make up the Niger state polytechnic stratum. To select the first firm, a random number table was used, and the first academic staff was 5^{th}. So, every 5^{th} in the list of 1500 of 270 academic staff that make up the Niger state polytechnic stratum was selected as the respondents. In this way, the sample was composed of 5th, 8th, 11th 14^{th}....270th. The selected numbered elements were then approached and given the questionnaire to fill. The process was repeated for other strata.

3.6 Research Instrument

In this subsection, adapted and adopted measures from the prior literature were used to measure the variables of this study. The independent variables of this study include recruitment and selection, training and development, compensation, performance appraisal, and succession planning while the dependent variable is employee performance. Besides, the moderating variable is management support. This is shown in the table 3.2 below:

Table 3.2
Total of Scale Items used in this study

S/N	Constructs	No. of items	Source
1.	Employee Performance	26	Koopmans et al. (2012)
2.	Recruitment and selection	6	Demo et al. (2012)
3.	Training and development	6	Demo et al. (2012)
4.	Compensation	5	Demo et al. (2102)
5.	Performance Appraisal	5	Demo et al. (2102)
6.	Succession planning	11	Darvish and Temelie (2014)
7	Management Support	5	Priesto Pastor and Martin Pereza (2014) Ko et al. (2013).
	Total	64	

The following entails the operationalization of the aforesaid variables.

3.6.1 Employee performance

Employees Performance: Individual Work Performance (Koopmans et al., 2011) according to Campbell (1990) behaviors or actions that are relevant to the goals of the organization. Thus, individual work performance (IWP) focuses on behaviors or actions of employees, rather than the results of these actions

This study adopted from Koopmans, et al. (2012) with (26) items. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.85, and thus indicating strong internal consistency. Also, this study used Likert scale. This construct is measured in this study by the following items:

Table 3.3
Employee Performance (26 Items)
Task Performance

Adopted Items
1 My polytechnic rate the quality of my work in the past three months is very good.
2 Compared to last year, the quality of my work in the past three months is much better.
3 The quality of my work is often below what it should have been in the past three months.
4 My polytechnic rate the quality of my work in the past three months insufficient
5 Compared to last year, the quantity of my work in the last three months is much worse
6 The quantity of my work is never less than what it should have been in the past three months
7 I plan my work so that is always done on time.
8 I worked towards the end result of my work
9 I kept in mind the results that I had to achieve in my work
10 I had trouble setting priorities in my work.
11 I was able to separate main issues from side issues at work
12 I was able to perform my work well with minimal time and effort.
13 It took me longer to complete my work tasks than intended.

Table 3.3 (Continued)

Adopted Items
14 I was able to meet my appointment with other always.
15 I was able to fulfill my responsibilities.
16 Collaboration with others enhance my work
17 Others understood me well, when I told them something.
18 I understood others well, when they told me something.
19 My communication with others led to the desired result.
20 I came up with creative ideas at work.
21 I took the initiative when there was a problem to be solved.
22 I took the initiative when something had to be organized.
23 I started new tasks myself, when my old ones were finished.
24 I asked for help when needed
25 I was open to criticism of my work.
26 I tried to learn from the feedback I got from others on my work.

Sources: Koopmans, et al. (2012).

3.6.2 Recruitment and Selection

As mentioned in chapter one, recruitment, is viewed as looking for employees, encourage them to apply, and select them, aiming to harmonize people's values, interests, expectations and competences with the characteristics and demands of the position and the organization (Armstrong, 2009; Bohlander & Snell, 2009; Lievens & Chapman, 2010). On the other hand, selection, according to Bohlander and Snell (2007), involves an act of decreasing the number and selecting from among those job applicants who have the pertinent qualifications.

For recruitment and selection, this study adopted from Demo et al. (2012) with (6) items. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.84, and thus indicating strong internal consistency. Also, this study used Likert scale (1. Strongly Disagree; 2.Disagree; 3.Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.4
Recruitment and Selection (6 items)

Adopted Items
1. The organization I work for widely disseminates information about both external and internal recruitment processes.
2. The organization I work for discloses information to applicants regarding the steps and criteria of the selection process.
3. The organization I work for communicates performance results to candidates at the end of the selection process.
4. Selection tests of the organization where I work are conducted by trained and impartial people.
5. The organization I work for has competitive selection processes that attract competent people.
6. The organization I work for uses various selection instruments (e.g. interviews, tests, etc.).

Sources: Demo et al. (2012).

3.6.3 Training and Development

Training and Development has been defined by Bohlander and Snell (2009); as providing for employees' systematic competence acquisition and to stimulate continuous learning and knowledge production (Borges-Andrade, Abbad & Mourão, 2006; Dutra, 2001; Truss, Mankin, & Kellither, 2012). Training and development in this study was adopted from Demo et al. (2012) with (6) items. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.88, and thus indicating strong internal consistency. Also, this proposed study used Likert scale (1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.5

Training and Development (6 items)

Adopted Items
1. I can use knowledge and behaviors learned in training at work.
2. The organization I work for helps me develop the skills I need for the successful accomplishment of my duties (e.g., training, conferences, etc.).
3. The organization I work for invests in my development and education promoting my personal and professional growth in a broad manner (e.g., full or partial sponsorship of undergraduate degrees, postgraduate programs, language courses, etc.).
4. In the organization where I work, training is evaluated by participants.
5. The organization I work for stimulates learning and application of knowledge.
6. In the organization where I work, training needs are identified periodically.

Sources: Demo et al. (2012).

3.6.4 Compensation

Compensation according to Bohlander and Snell (2009) mean rewarding employees' performance and competence via remuneration and incentives (Dutra, 2001). The researcher measures the construct compensation adapted from Demo, et al. (2012) with five (5) items. Some amendments were made to suit the present study, e.g. reward is removed from the adopted construct. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.86, and thus indicating strong internal consistency. Also, this study used Likert scale (1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.6
Compensation (5 items)

Adapted Items
1. In the organization where I work, I get incentives such as promotions, commissioned functions, awards, bonuses, etc.
2. In the organization where I work, my salary is influenced by my results.
3. The organization I work for offers me a salary that is compatible with my skills, training, and education.
4. The organization I work for remunerates me according to the remuneration offered at either the public or private marketplace levels.
5. The organization I work for considers the expectations and suggestions of its employees when designing a system of employee rewards.

Sources: Demo et al. (2012).

3.6.5 Performance Appraisal

Performance Appraisal **as a** mean of evaluating employee's performance and competence, supporting decisions about promotions, career planning and development (Bohlander & Snell, 2009; Dutra, 2000). Also, this construct is measured via an adaptation from Demo, et al. (2012) with five (5) items with some amendments. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.91, and thus indicating strong internal consistency. Also, this study used Likert scale (1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.7
Performance Appraisal (5 items)

Adapted Items
1. The organization I work for discusses competency-based performance appraisal criteria and results with its employees.
2. In the organization where I work, competency-based performance appraisal provides the basis for an employee development plan.
3. In the organization where I work, competency-based performance appraisal is the basis for decisions about promotions and salary increases.
4. The organization I work for disseminates competency-based performance appraisal criteria and results to its employees.
5. The organization I work for periodically conducts competency-based performance appraisals.

Sources: Demo et al. (2012).

3.6.6 Succession Planning

Succession planning; according to Darvish and Temelie, (2014) is a process of ensuring that organizations required personnel are employed, and they are trained and developed for filling key positions in the organization. Also, this construct is measured via an adaptation from Darvish and Temelie (2014) with five (11) items with some amendments. Regarding the previous Cronbach alpha's result, one of the prior researches indicates the Cronbach alpha value of 0.94, and thus indicating strong internal consistency. Also, this study used Likert scale (1.Strongly Disagree; 2.Disagree; 3.Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.8
Succession Planning (6 items)

Adapted Items
1. The polytechnic identifies future academic leaders -
2. The polytechnic kept the position of academic administrative openings as a result of retirements
3. The polytechnic identifies the likelihood of academic administrators leaving the polytechnic
4. The polytechnic identifies competencies required for future academic leaders
5. The polytechnic identifies performance appraisals to assess faculty performance
6. The polytechnic identifies faculty who have the potential to become future academic leaders
7. The polytechnic encourages future academic leaders to create a personal development plan
8. The polytechnic provides individual feedback to future academic leaders as they are developing
9. The polytechnic holds developing academic leaders accountable for their personal development
10. The succession planning process aligns with broader planning at the polytechnic.
11. 11 The succession planning process supports the achievement of polytechnic strategic goals

Sources: Darvish and Temelie (2014).

3.6.7 Management Support

Management Support; is viewed as the provision of the instruments and the resources by the firm for the workers to accomplish novel work, for the coordination of effort and knowledge to develop good work behaviour (Cabrera et al, 2006). Also, this construct is measured via an adaptation from both Prieto-Pastor and Martin-Pereza (2014) and Ko, et al., (2013). Four items were adapted from the former while two items were adapted latter. Regarding the previous Cronbach alpha's result, 0.79, 0.80, and 0.85 have been the Cronbach alpha's results some prior researches, the two value belongs to the Prieto-Pastor and Martin-Pereza's (2014) measurement and the third value is that of Ko et al.'s (2013) measurement. Thus, indicating strong internal consistency. Also, this study used Likert scale (1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly Agree). This construct is measured in this study by the following items:

Table 3.9
Management Support (5 items)

Adapted Items
1. Employees in this organization receive encouragement and support from their supervisors
2. Employees in this organization have access to resources that they need to do their work
3. Employees in this organization have the guidance and help that they need to do their work
4. Employees are supported with their need to balance work and other life issues.
5. Employees in this organization are given support for Work/Life programs

Sources: Prieto-Pastor and Martin-Pereza's (2014); Ko, et al. (2013).

3.6.8 Demographic Variable

Demography, in this study, involves gender, age, marital status, educational background of the respondents, length of working experience, and gender of supervisor/HOD, length of experience with supervisor, job title, salary, and ineffective performance indicators full details are referred to appendix A.

3.7 Estimating Expected Response Rate

A total number of 424 questionnaires circulated among all categories of employees of the participated polytechnics, as it perceived that this can assist in enhance reasonable response rate, as posited by Salkind (1997). Likewise, over samplings prevent the non-response bias and non-response rate from having bearing on the research's results. Guided by the position of Ringim, Razalli, and Hasnan (2012), 50% response rate is target of this study, because it is an acceptable rate in social research surveys, as suggested by Lindner and Wingenbach (2002).

3.8 Instrument Development

In this study, questionnaires with closed ended and multiple-choice questions was self-administered to the respondents. The questions of the survey are based on the three constructs of this study, and ten questions are meant to retrieve demographical information. English language was used to come up with the questionnaires, because it is the official language in Nigeria.

The questionnaire was designed in a booklet layout on whose front page there is a graphic design, and it has been claimed that the physical arrangement of questionnaire's instruments and the design of the outer parts make the questionnaire enticing to the respondents, and consequently it plays its part in the success of the study (Creswell, 2009). Besides, increased response rate and improved data collation and analysis can be achieved with a well-designed and carefully-constructed questionnaire.

3.9 Method of Data Collection

Data collection in this study involves self-administration of survey by the researcher and research assistance. It is through the medium of this survey that data were gathered, and it includes asking the respondents some questions regarding certain behaviours, as normally employed in the social science research (Sekaran & Bougie, 2010). The process of data collection begins with collection of a letter of introduction which was obtained from the Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia. The letter contains a request for assistance from the participating polytechnics which comprises of (1) Niger State Polytechnic Zungeru. (2) Kwara State Polytechnic, Ilorin, (3) Kogi Polytechnic, Lokoja. (4) Nassarawa State Polytechnic Lafiya. (5) Benue State Polytechnic. Ugbokolo, and (6) Plateu State Polytechnic, Barki-Ladi.

Chairman Academic staff union of polytechnics (ASUP) of each selected polytechnic was given the questionnaire to distribute among his co-lecturers to fill within the period of three weeks. This facilitates the distribution of questionnaires to the designated respondents. To further facilitate high level of response, there were follow-ups via visit and/or telephoning after one week, in order to get prompt completion and collection of dispatched questionnaires. Pens were given to every respondent as an incentive for quick response. This is considered fitting, given the supposition of some theories. Like the norm of reciprocity claims that being of help to people ignite positive response from them. Correspondingly, cognitive dissonance theory posits that a person to whom a gift is given will feel dissenting if he cannot reciprocate the gift (Hackler & Bourgette, 1973). There is nothing bothersome in giving an incentive such as gift card, pen etc. to the prospective respondents regardless of actual response. Hence, this practice evades what can be unethical whereby gifts is given to only prospective respondents that guarantee response.

3.10 Data Analysis method

The present study employed PLS-SEM approach using SmartPLS 3.0 (Ringle, Wende, & Becker, 2015) to test the theoretical model. Several reasons justify the used of PLS-SEM approach in this study. First, even though PLS path modelling shares similar characteristics with the conventional regression technique, it is superior because it is capable of concurrently of estimating the relationships between indicator (measurement model) and the constructs (structural model) (Chin, Marcolin, & Newsted, 2003; Duarte & Raposo, 2010).

Secondly, as mentioned at the outset of this study, despite the extant research regarding the role of employee performance and HR practices in shaping employee behaviour at work, literatures indicated that the moderating effect of management support on the influence of employee performance has not yet been explored. Furthermore, the goal of the present study is to predict the role of employee performance and management support in minimizing the likelihood of employees to engage in efficient performance at work. The present research is explorative in nature by applying ability-motivation-opportunity theory this requires a path modelling approach to be employed because it has been suggested that if research is prediction-oriented or an extension of an existing theory; PLS path modelling should be employed (Hair et al., 2011; Henseler, Ringle, & Sinkovics, 2009; Hulland, 1999). Finally, PLS-SEM approach is considered most appropriate in this study because it has been applied in several studies in the field of Human resource Management and related disciplines (Kura, 2016; Kura, Shamsudin, & Chauhan, 2016; Latan, Ringle, & Chiappetta9, 2016, in press).

3.10.1 Descriptive Analysis

Descriptive analysis is frequently employed to designate a phenomenon under study (Sekaran & Bougie, 2010). Besides, phenomena, in those analyses, is analysed using statistics in terms of how often the phenomenon happens, the average score or central tendency (i.e., mean) and the degree of variability (i.e., standard deviation). In this study, descriptive analysis was utilised mainly to characteristics of the sample and all the constructs of the study.

Based on Gustafsson and Johnson's (2004) position, Partial Least Squares (PLS) Technique has become the suggested approach for the analysis of the structural equation model that comprises latent variables and has cause-and-effect connections. The PLS-SEM approach is a viable and adaptable means of statistical model building, including prediction (Ringle, Wende, & Will, 2012).

The PLS-SEM approach is a considered statistical approach for this study, because it is of structural equations models which is perceived, by the scholars (e.g. Brown, 1997; Iacobucci, Saldanha, & Deng, 2007; Mattanah, Hancock, & Brand 2004; Preacher & Hayes, 2004), to be grander models that do estimations better than regressions for gauging moderation. It also takes care of measurement error and, provides more precise estimates of moderating effects (Chin, 1998a).

3.11 Pilot Study

Before the actual study is undertaken, it is suggested that pilot study should be conducted. Pilot study, according to Hulley (2007), denotes a mini and prior investigation that is undertaken for the purpose of estimating feasibility, time and cost, so that a fitting sample size can be predicted, and the study design can be enhanced before actual complete study is undertaken. Pilot study is also perceived to be a vital tool because it can expose deficiencies in the questionnaire design in which the deficiencies will be taken care of before committing time and resources on the actual complete study.

Specifically, the reasons for this pilot study include: (1) to define validity and reliability of items in the survey; (2) to assess the adequacy of item-wording, phrasing and questions' construction for accurate results; (3) to evaluate whether questions are framed in a way that would yield better response; and (4) to find if respondents could supply the needed data. The validity of questionnaire is the degree to which it gauges what actually it is supposed to gauge not something else, whereas reliability of questionnaire is the extent to which the questionnaire is free from errors and results therefrom are consistent and stable across time and contexts (Sekaran & Bougie, 2010).

The content or face validity of the instrument was tested before the pilot study. Content validity is defined as the extent to which an instrument covers the meaning imbedded in particular concepts. In addition, content validity involves consulting with a small number of potential respondents or panel of experts for their opinion over the items, wordings and phrases contained in the instruments (Hair et al. 2007; Sekaran &

Bougie, 2010). In consonance with this, the original draft of the instrument for this study was distributed to five experts at Universiti Utara Malaysia, College of Business, who are familiar with the constructs.

The suitable sample size for the pilot study can fall between 25 respondents and 100 respondents (Cooper & Schindler, 2009). The refined questionnaires were distributed to a sample of 33 respondents who are currently studying but belong to the state-owned polytechnics in the North central Zone of Nigeria. This selection is underpinned by the suggestion of Pallant (2011) which states that pilot test should be carried out on the same type of people that will be used in the main study to ensure that instructions, questions and scale items are clear. The sum of 33 questionnaires which were distributed to the respondents were duly completed and returned representing 100% response rate. Table 3.3 below contains the result of the reliability test:

Table 3.10
Summary of Pilot Test Results

Variables	**No of items**	**Alpha value**
Recruitment and Selection	6	.73
Training and Development	6	.70
Compensation	5	.76
Performance Appraisal	5	.81
Succession Planning	11	.93
Management Support	5	.89
Employee Performance	26	.74
Total	**64**	

The above table 3.10 indicates that Cronbach's alpha coefficients reveal a high and acceptable level and thus the constructs of the research are reliable. The Cronbach's alpha for recruitment and selection is .73 and therefore signifying a strong scale and a good internal consistency of the construct in question. Also, Cronbach's alpha for training and development is.70, this also indicates a strong scale and a good internal consistency of the construct that formed training and development.

In the same trace, the constructs of compensation are of strong scale and of good internal consistency as its Cronbach's alpha value is .76. In respect to performance appraisal it has Cronbach's alpha of .81, while that of succession planning is .93, whereas that of management support was .89 all indicating a strong scale and good internal consistency of the constructs in questions. Based on the fact - as posited by Pallant (2007) - that the Cronbach's alpha of the aforementioned constructs are high and above 0.7, the deletion of any of the items of the constructs is not needed. Hence, no item in these constructs should be deleted. Regarding employee performance, the Cronbach's alpha of the construct is .74 and therefore indicating a strong scale and a good internal consistency of the construct.

3.12 Chapter Summary

In this chapter, research design, hypotheses development, and population were discussed. Also, sample size, sampling technique, research instrument, questionnaire design development, method of data collection, pilot study, and data analysis method were discussed. This concludes the chapter three of this study. It is noteworthy that all the hypotheses were formed based on the survey of literature, and consequently, they are tested via PLS-SEM.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter deals with the analysis, interpretation, and report of data collected from the respondents using Statistical Package for Social Sciences (SPSS) and Partial Least Square Structural Equation Model (PLS-SEM). SPSS was used in capturing, coding and screening the data with a view to making it acceptable for further analysis by PLS. This chapter is mainly categorized into two with each category having sections and subsections. The first category discusses the areas of analysis handled by SPSS.

This includes the sections for the response rate, data screening and preliminary analysis, non-response bias, common method bias, and the demographic profile of the respondents. The second category discusses the areas handled by the PLS. This includes a section for measurement model which explains the validity and reliability of the exogenous items. It also includes the structural model involving estimation of path coefficient of the variables, variance, effect size (f^2), and predictive relevance (Q^2). Finally, the moderating effect of management support is discussed.

4.2 Response Rate

In this study, a total of 424 questionnaires were distributed to the academics in state owned polytechnic in North central geo-political zone of Nigeria. In an attempt to achieve high response rates, several phone call reminders (Traina, MacLean, Park, & Kahn, 2005) and SMS (Sekaran, 2003) were sent to respondents who were yet to complete their questionnaires after four weeks via group emails (Dillman, 2000; Porter, 2004). Therefore, the outcomes of these attempts yielded 291 returned questionnaires, out of 424 questionnaires that were distributed to the target respondents.

Out of 424 questionnaires distributed to the responsdents, 291 questionnaires returned were useable, there were no cases of uncompleted questionnaires returned and 291 questionnaires were used for further analysis. This accounted for 69% valid response rate. In line with the suggestion of Sekaran (2003) that a minimum response rate of 30% is sufficient for a survey, the retained questionnaire of 291 as contained in Table 4.1, representing a response rate of 69%, is, therefore, considered to be adequate and reasonable for analysis.

Table 4.1
Response Rate of the Questionnaires

Response	Frequency/Rate
Total No of questionnaire distributed	424
Total No of Questionnaire returned	291
usable questionnaires	291
Questionnaires not returned	159
Response rate	69%
Rejected	None
Valid response rate	69%

Source: The Researcher.

4.3 Data Screening and Preliminary Analysis

To detect, in a multivariate analysis, any likely violation of the key assumptions associated with multivariate techniques of data analysis, preliminary data screening is of importance (Hair et al., 2007). Preliminary data screening facilitates better understanding of the data collected for the purpose of analysis. In this study, after all the 291 usable questionnaires were coded and entered into the SPSS, preliminary data analysis was conducted. The analysis began with missing value analysis and followed by assessment of outliers. Normality test and multicollinearity test were conducted to wrap up the preliminary data analysis (Hair, Black, Babin, & Anderson, 2010; Tabachnick & Fidell, 2007).

4.3.1 Missing Value Analysis

In the columns and cells of SPSS dataset, out of the 24,735 data points, 74 were found missing randomly which represents 0.30%. In a specific term, Demographic variables, compensation, and performance appraisal had 51, 1 and 2 missing values respectively. Similarly, succession planning, management support, employee performance had 3, 2 and 15 missing values respectively. However, recruitment and selection and training and development did not have any missing value.

Although the extant literature has signified that there is no parameter and percentage of missing values that are widely acceptable for the purpose of drawing statistical inference, based on the position of Tabachnick and Fidell (2007), scholars are unanimous that missing rate of 5% or less is not significant (Tabachnick & Fidell, 2007). Consequently, the common practice, as suggested by the researchers, is to substitute the missing values with mean.

Mean substitution is the convenient method of replacing missing values especially when the total proportion of the missing value is less than or equals to 5%(Little & Rubin, 1987; Raymond, 1986; Tabachnick & Fidell, 2007). Based on this, therefore, mean substitution method was used in this study to replace the missing values (Tabachnick & Fidell, 2007). As presented in Table 4.2, the missing value randomly cut across many variables of the study, and it cumulatively accounts for 0.3% of the data points. Table 4.2 show the result below:

Table 4.2

Total and Percentage of Missing Values

Variables	Number of Missing Values
Demographic variables	51
Performance Appaisal	2
Compensation	1
Sucession Planning	3
Management Support	2
Employee performance	15
Total	74 out of 24,735 data point
Percentage	0.30%

Source: The Researcher

4.3.2 Assessment of Outliers

Outliers refer to observations or subsets of observations that are seemingly conflicting or incongruent with the rest of the data. It has been argued in the literature (Verardi & Croux, 2008) that the presence of outliers in a data set is capable of distorting the regression coefficient estimates, and consequently lead to an undependable result in a regression-based analysis. In order to detect outliers arising from the error of original entry, SPSS was used in detecting the any observation outside the value label in the variable view of SPSS.

To achieve this, the frequency tables were generated and tabulated using minimum and maximum statistics. Based on the outcome of this exercise, no case of outlier was detected because no value was outside the defined range. Given Tabachnick and Fidell's (2007) position, standardized values with a cut-off of ±3.29 ($p < .001$) was adopted as threshold for testing data against univariate outliers. Consistent with Tabachnick and Fidell's (2007) parameter for identifying outliers, there is no case of outlier observed in the dataset.

Following the univariate outliers, test, using Mahalanobis distance (D2), was conducted to identify multivariate outliers. Mahalanobis distance (D2) denotes the gap between a case and the centroid of the rest of the cases contained in a dataset in which the centroid is the point created at the intersection of the means of all the constructs. Given the 65 variables of the study, the tabulated chi-square is 104.72 ($p = 0.001$). This benchmark should not be exceeded, but if Mahalanobis values exceed this benchmark, then such values should be removed. In this research, based on the benchmark, none of the multivariate outliers were recognized in the dataset. Thus, the dataset which was used for analysis remained 291.

4.3.3 Normality Test

Prior studies (e.g., Cassel, Hackl, & Westlund, 1999; Reinartz, Haenlein, & Henseler, 2009; Wetzels, Odekerken-Schroder, & Van Oppen, 2009) have an ordinary assumption that PLS-SEM provides accurate model estimations in situations with extremely non-normal. However, this ordinary assumption may not be realistic. Base on this, Hair, Sarstedt, Ringle, and Mena (2012) recently suggested that normality test on the data should be performed by the researchers. It is argued that data which are highly skewed or kurtotic has the ability to upsurge the bootstrapped standard error values (Chernick, 2008). The consequence of this is that it invariably undervalues the statistical significance of the path coefficients (Dijkstra, 1983; Ringle, Sarstedt, & Straub, 2012a).

Checking for the normality of data collected, this study utilized graphical method (Tabachnick & Fidell, 2007). In doing so, the shape of the graph distribution in a large sample of minimum of 200 was checked, as this is more preferred to checking the value of the Skewness and kurtosis statistics (Field, 2009).

Given the recommendation of Field's (2009), this study adopted histogram, normal probability plots and scatter plot to ensure that normality assumptions were not violated. The result of the analysis indicates that the data collected for this study followed the normal pattern since all the bars on the histogram were closed to a normal curve, and thus normality assumptions were not violated. Figure 4.1 shows the result below:

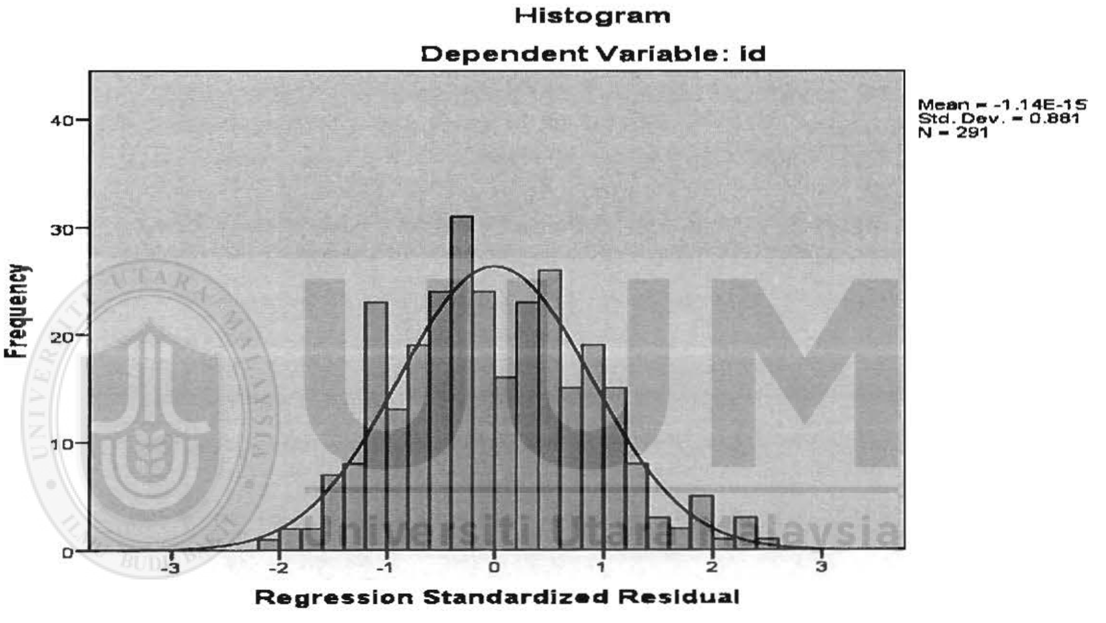

Figure 4.1 Histogram

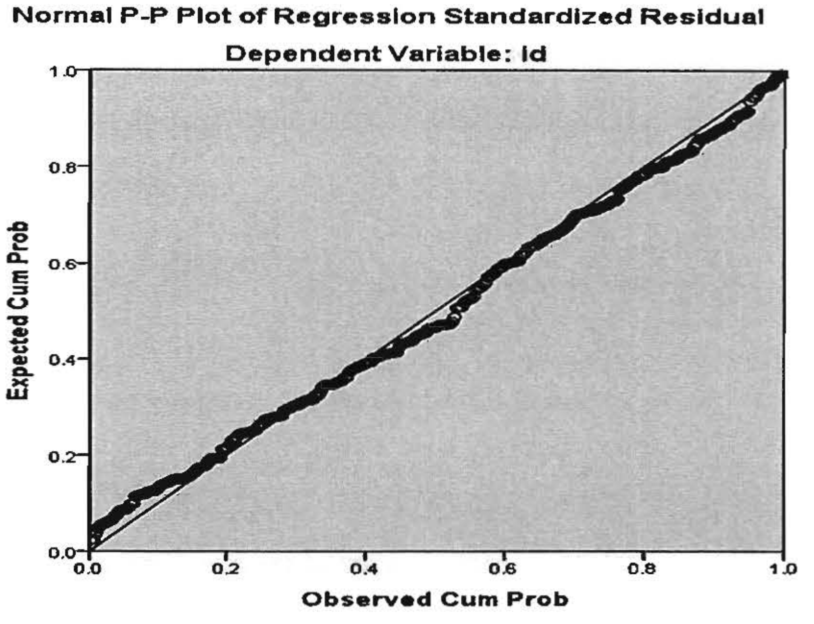

Figure 4.2 Normal Probability Plot

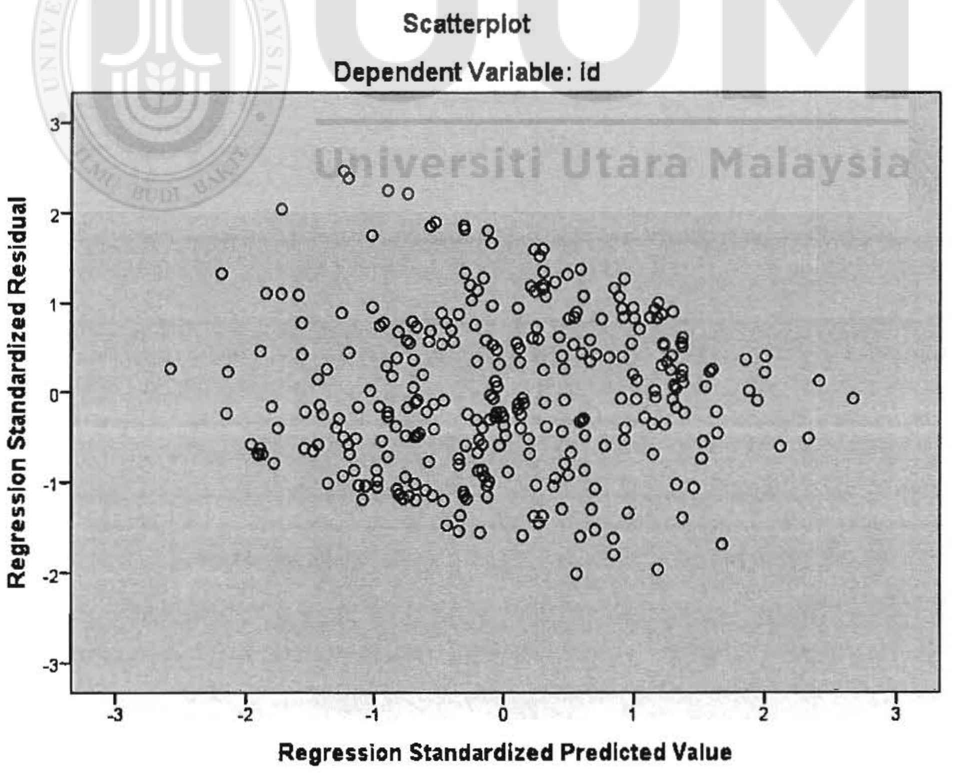

Figure 4.3 Scatter plot

4.3.4 Multicollinearity Test

High correlation between the independent variables otherwise known as exogenous is called multicollinearity. Multicollinearity could seriously misrepresent the estimates of regression coefficients and their statistical significance tests (Chatterjee & Yilmaz, 1992; Hair, Black, Babin, Anderson, & Tatham, 2006). Likewise, multicollinearity can give rise to standard errors of the coefficients, and invariably renders the coefficients statistically non-significant (Tabachnick & Fidell, 2007).

In order to detect multicollinearity, this study made use of two methods. Going by the position of Hair et al. (2010), a correlation coefficient values of 0.90 and above signify multicollinearity between exogenous constructs. Table 4.3 presented the result as below:

Table 4.3

Correlations matrix of the Latent Constructs

No. Latent constructs	1	2	3	4	5	6	7
Recruitment & Selection	1						
Training and Development	.58**	1					
Performance Appraisal	.35**	.46**	1				
Compensation	.51**	-.70**	.55**	1			
Succession Planning	-.47**	-.64**	-.25**	-.63**	1		
Management support	.56**	.78**	.51**	.74**	-.66**	1	
Employee Performance	-.23**	.27**	.07**	-.25**	.48**	.29**	1

Note: ** Correlation is significant at the 0.01 level (1-tailed).

Table 4.3 indicates non-presence of multicollinearity between exogenous constructs, given that values of the correlations between the constructs fall below the threshold values of .90. Also, variance inflated factor (VIF), tolerance value and condition index were examined for identification of multicollinearity issue, and Table 4.4-indicates the VIF values, tolerance values, and condition indices for the exogenous latent constructs.

Table 4.4
Tolerance and Variance Inflation Factors (VIF)

Model	Collinearity statistics		Condition Index
	Tolerance	**VIF**	
Recruitment & Selection	.62	**1.61**	1.00
Training & Development	.32	3.10	6.63
Performance Appaisal	.63	1.59	14.56
Compensation	.35	2.83	17.92
Sucession Planning	.46	2.16	21.84
Management Support	.29	3.51	23.19

Source: The Researcher

Consistent with Hair, Ringle and Sarstedt's (2011) standard, which recomends that multicollinearity is present if VIF value is greater than 5, tolerance value is lower than .20, and condition index is greater than 30, Table 4.4 shows non-existence of multi-collinearity among the variables because all VIF values were less than 5, tolerance values greater than .20, and condition indices were below 30.

4.4 Non-Response Bias

Non-response bias, which means the differences in the responses among non-respondents and respondents (Lambert & Harrington, 1990), can affect the result of a study; hence, it is necessary to estimate the possibility. In the literature, a time-trend extrapolation approach, suggested by Armstrong and Overton (1977) which entails comparing the early and late respondents (i.e., non-respondents) is normally being used to estimate non-response bias. They argued that the early and late respondents should share similar characteristics. In order to reduce the issue of non-response bias, Lindner and Wingenbach (2002) suggested that a minimum response rate of 50% should be achieved.

In line with the Armstrong and Overton's (1977) recommendation, this study divided the respondents into two main groups comprising early and late respondents. The early respondents are those who responded within 30 days, while the late respondents are classified as the respondents who returned their filled questionnaires after 30 days (Vink & Boomsma, 2008). As depicted in Table 4.5, a total number of 240 respondents, representing 82% of the total respondents, who returned their filled questionnaires within 30 days, while the remaining 51, amounting to 18% responded after 30 days. Specifically, an independent samples t-test was conducted to detect any possible non-response bias on the variables of this study comprising recruitment and selection, training and development, compensation, performance appraisal, succession planning, management support and employee performance. In Table 4.5, the results of independent-samples t-test are presented.

Table 4.5

Results of Independent-Samples T-test for Non-Response Bias

Construct	Group		Levene's Test for Equality of Variances				
			F	Sig	T	M	SD
Recruitment & Selection	Early Response	240	1.05	0.31	2.09	0.28	0.14
	Later Response	51			2.02	0.28	0.14
Training & Development	Early Response	240	0.42	0.52	1.01	0.14	0.14
	Later Response	51			1.02	0.14	0.14
Performance Appaisal	Early Response	240	0.74	0.39	2.08	0.18	0.09
	Later Response	51			1.9	0.18	0.09
Compensation	Early Response	240	1.53	0.22	1.08	0.16	0.14
	Later Response	51			1.01	0.16	0.15
Sucession Planning	Early Response	240	2.98	0.09	-1.86	-0.26	0.14
	Later Response	51			-1.96	-0.26	0.13
Management Support	Early Response	240	0.00	0.98	1.44	0.19	0.13
	Later Response	51			1.41	0.19	0.13
Employee Performance	Early Response	240	0.66	0.42	0.78	0.05	0.06
	Later Response	51			0.79	0.05	0.06

Source: The Researcher

Table 4.5 reveals the output of the independent-samples t-test. The output of the test indicates non-violation of the assumption of equal variances between early and late responses, given that the equal variance significance values for each of the seven constructs were greater than the threshold of 0.05 significance level of Levene's test for equality of variances (Pallant, 2010; Field, 2009). Given this and the suggestion of Lindner and Wingenbach (2002) about response rate, it can be asserted that non-response bias was not a major threat in this study because 65% response rate was achieved.

4.5 Common Method Variance Test

Common method variance (CMV), is a variance attributable to the measurement method rather than the construct of interest to the researcher (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). CMV has been generally considered a major concern for scholars using self-report surveys (Lindell & Whitney, 2001; Podsakoff et al., 2003). CMV can overestimate nexus between the constructs measured by self-report. Equally, Ryan (1995) conducted a meta-analytic research on attitudinal and dispositional determinants of OCB and found that studies conducted using the same respondents for the exogenous and endogenous constructs are linked with spurious high correlations due to common method variance.

Based on the positions of MacKenzie and Podsakoff (2012), Podsakoff et al. (2003), Podsakoff, MacKenzie, and Podsakoff (2012), Podsakoff and Organ (1986), and Viswanathan and Kayande (2012), numerous procedural remedies were utilized to minimalize the impacts of CMV part of these was step taken by the research in which the respondents were asked to feel free in choosing the appropriate option as there is no right or wrong answer to the items in the questionnaire and that the information they provided will be treated with high level of confidentiality. In addition, in order to reduce method biases, scale items were improved, and this was accomplished by avoiding ambiguous terms and all items in the survey were put in a simple, specific and brief form. All concepts that seem vague were explained via simple examples.

Moreover, Harman's single factor test proposed by Podsakoff and Organ (1986) was adopted to–evaluate CMV. Thus, exploratory factor analysis was conducted using measurement model estimation through PLS-SEM. The output of the principal components factor analysis gave rise to seven factors, explaining a cumulative of 69.19% of the variance; with the first (largest) factor explaining 33.56% of the total variance, which is less than 50%. This indicate that common method variance is not a main concern, given the fact that core assumption of Harman's (1967) single factor test is that if a considerable amount of common method variance is present, either a single factor may emerge, or one general factor would constitute most of the covariance in the predictor and criterion variables (Podsakoff & Organ, 1986). Based on the output of the analysis, there is no single factor accounted for the majority of covariance in the predictor and criterion variables (Podsakoff et al., 2012). Overall, common method bias is not a main concern and it could not upsurge the nexuses among the constructs of the study.

4.6 Demographic Profile of the Respondents

This section presented the demographic information of the respondents, and it involves gender, age, marital status, education level, experience, supervisor gender, length of experience under supervisor, job title, salary, and inefficient performance indicators:- examination malpractice, mass failure in examination, voluntary exchange of sex with grade, exchange of money for marks, irregular attendance of class by some lectures, rushing students in lecture while examination has drawn nearer, sexual harassment by some lecturers, arbitrary award of marks base on the purchase of lecture note/textbook, delayed in marking and releasing examination results, frequent industrial action and brain drain. (see Table 4.6).

Table 4.6
Demographic Profile of Respondents(n=291)

	Frequency	Percentage
Gender		
Male	219	75.3
Female	72	24.7
Age		
25-30 years	64	22.0
31-35 years	52	17.9
36-40 years	47	16.2
41-45 years	40	13.7
46-50 years	42	14.4
50 and above years	46	15.8
Marital Status		
Single	87	29.9
Married	195	67.0
Widow	9	3.1
Education Level		
HND	60	20.6
Degree	74	25.4
Master	118	40.5
PhD	39	13.4
Experience		
1-5 years	61	21.0
6-10 years	106	36.4
11-15 years	54	18.6
16 and above years	70	24.1
Supervisor Gender		
Male	216	74.2
Female	75	25.8
Length of Experience for Supervisor		
less than 1 year	54	18.6
1-3 years	122	41.9
4-6 years	53	18.2
7 and above years	62	21.3
Job Title		
Instructor/lecturer	108	37.1
senior lecturer	98	33.7
principal lecturer	47	16.1
Chief lecturer	38	13.1
Salary		
below100.000 Naira	77	26.5

Table 4.6 (Continued)		
101.000 to 200.000 Naira	107	36.8
201.000 to 300.000 Naira	67	23.0
301.000 and above Naira	40	13.7
Examination malpractice		
Yes	164	56.4
No	127	43.6
Mass Failure in examination		
Yes	111	38.1
No	180	61.9
Voluntary Exchange of sex with grade		
Yes	89	30.6
No	202	69.4
Exchange of Money for marks		
Yes	112	38.5
No	179	61.5
Irregular attendance of classes by some lectures		
Yes	143	49.1
No	148	50.9
Rushing students in lecture while examination has drawn nearer		
Yes	155	53.3
No	136	46.7
Sexual Harassment of students by some lectures		
Yes	119	40.9
No	172	59.1
Arbitrary Award of marks based on the purchase of lecture note/text books		
Yes	147	50.5
No	144	49.5
Delayed in Marking and releasing examination results.		
Yes	129	44.3
No	162	55.7
Frequent Industrial action		
Yes	119	40.9
No	172	59.1
Brain drain		
Yes	130	44.7
No	161	55.3

Source Researcher

As shown in Table 4.6, the majority of the respondents in the sample, that is 219 or 75.3%, were males while the remaining 72, representing 24.7% were females. Regarding the age group, 46 or 15.8% of the respondents were in the age group of 50 years and above. Secondly, 42 representing 14.4% of the sample were in the age group of 46-50 years. In the age group of 36-40 years, there were 47 respondents amounting to 16.2%, while in the age group of 31-35 years has 52 respondents accounting for 17.9%. And finally, those in age group of 25-30 years, there were 64 respondents, representing 22.0% of the sample. The smallest age group ranged between 41-45 years, which accounted for 13.7% with 40 respondents.

In terms of job tenure, only 61 or 21.0% of the participants spent 1-5 working in polytechnic, 106 or 36.4% spent between 6-10 years in the polytechnic, additional 54 or 18.6% spent between 11-15 years working in the polytechnic, while the remaining 70 or 24.1% spent 16 and above years working in the polytechnic. Most of the respondents were married that is 195 or 67.0%, followed by single which accounted for 87 or 29.9%, and 9 respondents representing 3.1% were widows, Table 4.6 also shows a high proportion of the respondents were master's degree holders, which represented 40.5% or 118 respondents. Followed by first degree74 or 25.4%, while 60 or 20.6 participants were HND holders and the remaining 39, representing 13.4% were doctorate degree holders.

In standings of job tenure, only 62 or 21.3% of the participants spent 7 and above years working in polytechnic, 53 or 18.2% spent between 4-6 years in the polytechnic, In addition 122 or 41.9% spent between 1-3 years working in the polytechnic, while the remaining 54 or 18.6% had less than 1 year in the polytechnic. In of respect supervisor gender, 216 or74.2% were under male supervisor, while 75 or 25.8% are under female supervisor. Furthermore 54 or 18.6% spent less than one year under their supervisor, 122 or 41.9% spent 1-3 years under their supervisor, meanwhile 53 or 18.2% spent 4-6 years and 62 or 21.3% spent 7 and above years under their supervisor.

Similarly, in terms of Job title, Table 4.6 shows that 108 or 37.1% of the participants were on the rank of Instructors/Lecturer, followed by Senior Lecturer 98 or 33.7%; Principal Lecturers 47 or 16.2%; Chief Lecturers 38 or 13.1%. On the monthly salary, 77 or 26.5% earns below 100,000 naira, whereas 107 or 36.8% received between 101,000 to 200,000 naira monthly, however 67 or 23.0% take home 201,000 to 300,000 naira per month, and 40 or 13.7% earns 301,000 and above naira monthly.

Table 4.6 also present inefficient indicators of academic staff, in terms of examination malpractice 164 or 56.4% respondents agreed, that is, there is still examination malpractice, while 127 or 43.6% disagreed. 111 or 38.1% established that mass failures still exist, whereas 180 or 61.9% disagreed, 89 or 30.6 were of the stood-on opinion that voluntary exchange of sex with grade exist, while 202 or 69.4 disagreed. 112 or 38.5% participants believed in the exchange of money with grade but 179 or 61.5% disagreed. The respondents to the irregular attendance to the classes by some lecturers accounted for 143 or 49.1% where 148 or 50.1% disagreed.

Rushing students in the lectures while examination has drawn nearer recorded 155 or 53.3% whereas 136 or 46.7 disagreed.119 or 40.9% participants agreed that students have been harass sexually but 172 or 59.1% disagreed. It was believed by 147 or 50.5% that marks have been awarded to the students' base on the purchase of lecture note/text book however 144 or 49.5% disagreed. 129 or 44.3% were the opinion that some lecturers delayed in the marking and releasing of examination results while 162 or 55.7% disagreed. The respondents to frequent industrial action accounted for 119 or 40.9% whereas 172 or 59.1% disagreed. And finally, 130 or 44.7% agreed that there was brain drain in the polytechnic but 161 or 55.3% disagreed.

4.7 Descriptive Analysis of the Latent Constructs

The primary focus of this section is to statistically describe the latent variables used in this study. Descriptive statistics was used in the computation of the means and standard deviations of the latent variables. Constructs of this study were measured via a five-point scale starting from 1 = strongly disagree to 5 = strongly agree. The result presented in Tables 4.7. was interpreted based on three categories involving low, moderate and high. Values that are less than 2 (3/3 + lowest value 1) are considered low; values of 3 (highest value 4 - 3/3) are reffered to as high, but the values between low and high scores are regarded as moderate (Sassenberg, Matschke, & Scholl, 2011).

Table 4.7
Descriptive Statistics Latent Variables

Latent Constructs	No's of items	Mean	Std Deviation
Recruitment & Selection	6	3.60	.89
Training & Development	6	3.26	.92
Performance Appaisal	5	3.29	.56
Compensation	5	3.58	.94
Sucession Planning	11	3.63	.91
Management Support	5	3.56	.84
Employee Performance	26	3.22	.38

Sources: The Researcher.

Table 4.7 signifies that the total mean for the latent constructs is between the range of 3.22 and 3.63. Specifically, recruitment and selection recorded the mean and standard deviation of 3.60 and .89, respectively. This shows the level of perception of the respondents in respect of recruitment and selection is high. Likewise, in Table 4.7, the mean for the training and development was 3.26, with a standard deviation of .92, indicating that the respondents perceived the level of training and development as high. Furthermore, the results show a higher score for the performance appraisal (Mean = 3.29, Standard deviation = .56) Another score for compensation with mean and standard deviation of 3.58 and .94, but a highest score for succession planning with mean and standard deviation 3.63 and.91 respectively. The Table also shows a higher score for management support (Mean = 3.56; standard deviation = .84). In terms of the one dimensions of employee performance with mean and standard deviation 3.22 and .38, this indicates that the respondents tended to have high level of perception of employee performance.

4.8 Assessment of PLS-SEM Path Model Results

Goodness-of-Fit (GoF) index, according to Henseler and Sarstedt (2013), is regarded unsuitable for model validation. This also corroborates the view of Hair et al., (2014). Thus, in the case of PLS path models with simulated data, GoF index is not fitting for model validation, given that it founds it difficult to separate valid models from invalid ones (Hair, Ringle, & Sarstedt, 2013). Consequent upon this, this study adopted a two-step process to evaluate and report the results of PLS-SEM path, as recommended by Henseler, Ringle and Sinkovics (2009). This two-step process adopted comprises (1) the assessment of a measurement model, and (2) the assessment of a structural model (Hair et al., 2014; Hair et al., 2012; Henseler et al., 2009) as shown in Figure 4.4.

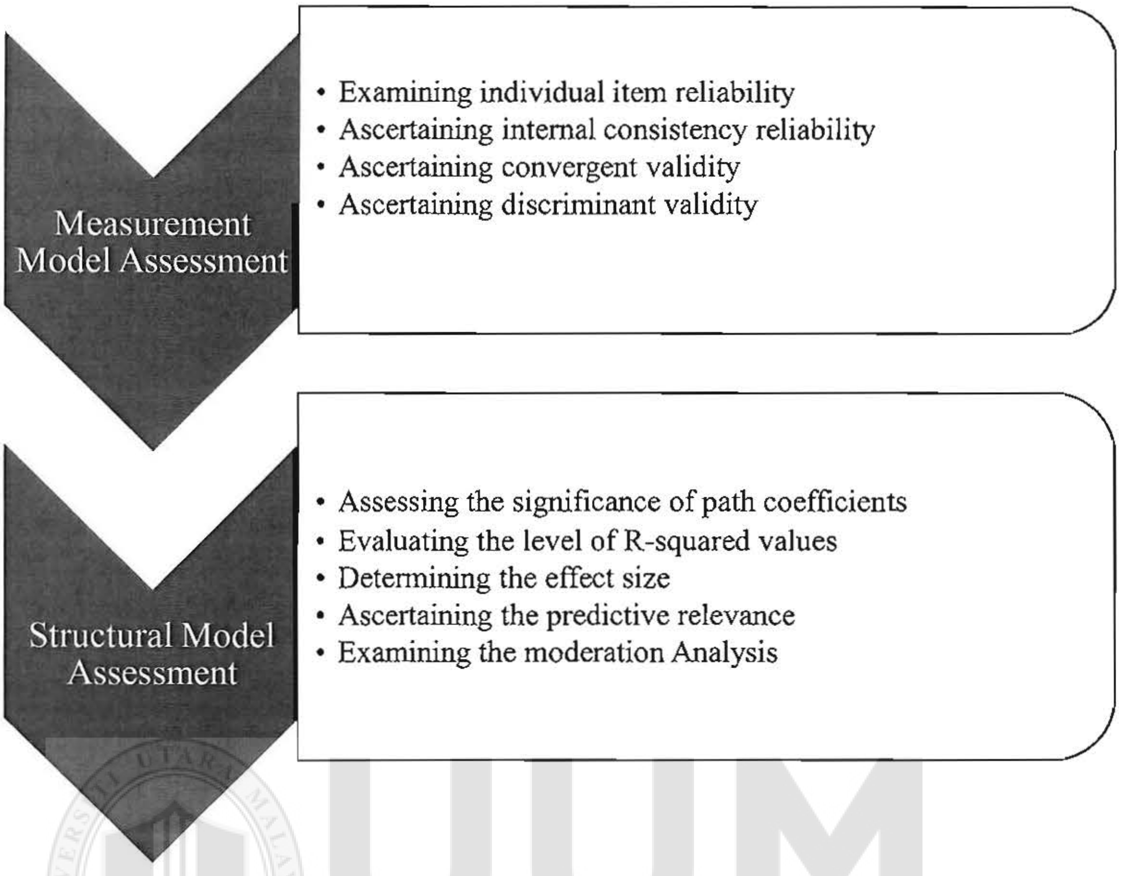

Figure 4.4
A Two-Step Process of PLS Path Model Assessment
Source: (Henseler *et al.*, 2009).

4.9 Assessment of Measurement Model

Based on the recommendation of Hair et al., (2014; Hair et al., 2011), and Henseler et al., (2009), this study assessed the measurement model using individual item reliability, internal consistency reliability, convergent validity and discriminant validity

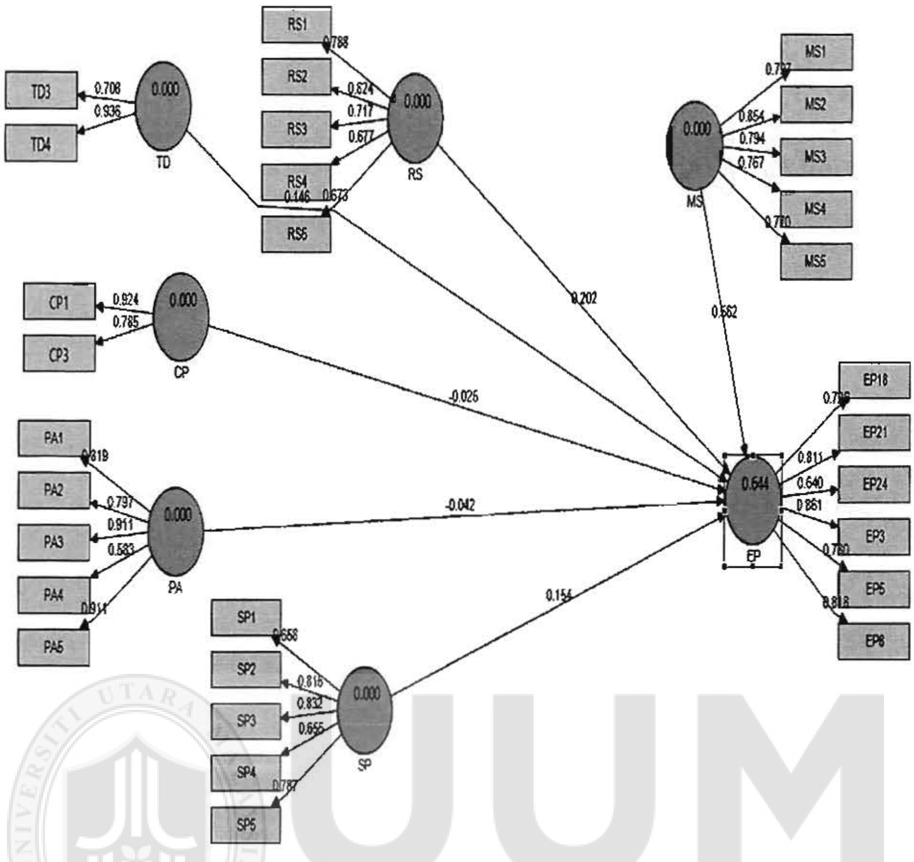

Figure 4.5
Measurement Model (Direct relationship).

4.9.1 Individual Item Reliability

In line with the recommendations of scholars such as Duarte and Raposo (2010), Hair et al. (2014) etc., the reliability of each item of the constructs were examined via their outer loadings. The standard for retaining items with loadings between .40 and .70 was considered (Hair et al., 2014). Thus, 34 out of the total 65 items were deleted. These include (RS6, TD1, TD2, TD5, TD6, CP2, CP4, CP5, SP6, SP7, SP8, SP9, SP10, SP11, EP1 EP2, EP4, EP6, EP7. EP9, EP10, EP11, EP12, EP13, EP14, EP15, EP16, EP17, EP19, EP20, EP22, EP23, EP25, EP26,). This is because the 34 items had loading that were lower than the minimum threshold of 0.4. Thus, only 31 items were retained in the whole model because since their loadings fall between 0.50 and 0.95. Deleting numerous items in a given survey is consistent with the position of Hayduk and Liffvary (2012) which states that few indicators are sufficient for the survey as many items can be redundant and provide lesser research benefit.

4.9.2 Internal Consistency Reliability

According to Bijttebier et al. (2000) and Sun et al. (2007), the degree to which all items on a particular (sub) scale measures the same concept constitutes what is known as internal consistency reliability. Through Cronbach's alpha coefficient and composite reliability coefficient, internal consistency reliability is estimated (e.g., Bacon, Sauer, & Young, 1995; McCrae, Kurtz, Yamagata, & Terracciano, 2011; Peterson & Kim, 2013). Nevertheless, composite reliability coefficient is adopted for measuring internal consistency reliability. Choice of this method is underpinned by the fact that composite reliability coefficient allows a much less biased estimate of reliability compared to Cronbach's alpha coefficient since Cronbach's alpha assumes that all items contribute equally to its construct without taking the actual contribution of individual loadings in to consideration (Barclay, Higgins, & Thompson, 1995; Gotz, Liehr-Gobbers, & Krafft, 2010).

Also, overestimation or under-estimation of scale may occur when Cronbach's alpha is used, but composite reliability assumes that all items have different loadings which can be construed in the same way as Cronbach's alpha. This implies that irrespective of any reliability coefficient used, an internal consistency reliability value above .70 is considered acceptable for an adequate model. However, an internal consistency reliability value below .60 is held to be devoid of reliability. Internal consistency reliability via composite reliability coefficient is interpreted based on the standard threshold of .70 and above, as suggested by Bagozzi and Yi (1988) and Hair et al (2011).

Table 4.8
Internal Consistency and Convergent Validity

Constructs	Items	Loadings	AVE	CR
Compensation	CP1	0.924	0.735	0.847
	CP3	0.785		
Employee Performance	EP18	0.726	0.603	0.900
	EP21	0.811		
	EP24	0.640		
	EP3	0.861		
	EP5	0.780		
	EP8	0.818		
Management Support	MS1	0.797	0.635	0.897
	MS2	0.854		
	MS3	0.794		
	MS4	0.767		
	MS5	0.770		
Performance Appraisal	PA1	0.819	0.661	0.905
	PA2	0.797		
	PA3	0.911		
	PA4	0.583		
	PA5	0.911		
Recruitment & Selection	RS1	0.788	0.545	0.856
	RS2	0.824		
	RS3	0.717		
	RS4	0.677		
	RS5	0.673		
Succession Planning	SP1	0.658	0.567	0.866
	SP2	0.815		
	SP3	0.832		
	SP4	0.655		
	SP5	0.787		
Training & Development	TD3	0.708	0.689	0.813
	TD4	0.936		

Note: CR = Composite Reliability
Source: The Researcher.

Table 4.8 depicts output regarding the composite reliability coefficient of each latent variable. The output indicates that composite reliability coefficient of each latent variable ranged from .813 to .905, with each greater than the standard threshold of .70, and thus adequacy of internal consistency reliability of the measures used in this study (Bagozzi & Yi, 1988; Hair et al., 2011).

4.9.3 Convergent Validity

Convergent validity is the degree to which the items of the construct truly characterize the intended latent variable and indeed link with the measures of the same latent variable (Hair et al., 2006). In this study, the Average Variance Extracted (AVE) was used assessing the Convergent validity of each latent construct, as recommended by Fornell and Larcker (1981). As suggested by Chin (1998) the AVE of each latent variable should be .50 or more in order to get adequate convergent validity. Following Chin (1998), the AVE values showed a high loading (> .50) on their respective constructs, indicating adequate convergent validity (see Table 4.8).

4.9.4 Discriminant Validity

As described by Duarte and Raposo (2010), the degree to which a particular latent variable varies from other latent variable refers to what is called convergent validity. Based on the suggestion of Fornell and Larcker (1981), discriminant validity was determined through AVE in which comparison of the correlations among the latent constructs with square roots of average variance extracted was made (Fornell & Larcker, 1981). Additionally, Chin's (1998) criterion which is by comparing the item loadings with other reflective items in the cross loadings table was also considered for determination of discriminant validity.

As shown in Table 4.8, the values of the average variances extracted range between .545 and .735, indicating acceptable values. In Table 4.9, the correlations among the latent variables were compared with the square root of the AVE (values in bold face). Table 4.9 also shows that the square roots of the AVE were all greater than the correlations among latent variables, signifying adequate discriminant validity (Fornell & Larcker, 1981).

Table 4.9
Latent variable correlations and square roots of Average Variable Extracted

Latent Variables	COMP	EP	MS	PA	RS	SP	TD
COMP	**0.857**						
EP	-0.109	**0.776**					
MS	-0.074	0.752	**0.797**				
PA	-0.107	0.501	0.519	**0.813**			
RS	-0.225	0.570	0.502	0.560	**0.738**		
SP	-0.103	0.517	0.455	0.657	0.618	0.753	
TD	0.112	0.203	0.123	0.159	-0.016	-0.014	**0.830**

Note: Entries shown in bold face represent the square root of the average variance extracted.
Source: The Researcher.

Similarly, determination of discriminant validity can be done via comparison of the items loadings with cross-loadings (Chin, 1998), and when all the items loadings are higher than the cross-loadings, then there is adequate discriminant validity (Chin, 1998). Based on the output in Table 4.10, all items loadings are greater than the cross loadings, and this depicts adequate discriminant validity.

Table 4.10
Cross Loading Table

	COMP	EP	MS	PA	RS	SP	TD
CP1	**0.924**	-0.111	-0.106	-0.097	-0.232	-0.062	0.063
CP3	**0.785**	-0.068	0.003	-0.087	-0.137	-0.135	0.154
EP18	-0.066	**0.726**	0.543	0.331	0.409	0.264	0.214
EP21	-0.025	**0.811**	0.548	0.366	0.443	0.475	0.050
EP24	-0.094	**0.640**	0.374	0.343	0.293	0.408	0.097
EP3	-0.115	**0.861**	0.681	0.507	0.542	0.431	0.144
EP5	-0.153	**0.780**	0.643	0.395	0.428	0.404	0.250
EP8	-0.051	**0.818**	0.647	0.377	0.494	0.436	0.170
MS1	-0.117	0.459	**0.797**	0.405	0.402	0.324	0.153
MS2	-0.032	0.743	**0.854**	0.432	0.369	0.349	0.112
MS3	-0.112	0.672	**0.794**	0.455	0.449	0.467	-0.026
MS4	-0.062	0.512	**0.767**	0.346	0.403	0.339	0.133
MS5	0.023	0.527	**0.770**	0.420	0.388	0.316	0.155
PA1	-0.122	0.430	0.364	**0.819**	0.356	0.438	0.066
PA2	-0.183	0.421	0.356	**0.797**	0.469	0.523	0.055
PA3	-0.033	0.415	0.519	**0.911**	0.465	0.595	0.218
PA4	-0.054	0.341	0.342	**0.583**	0.541	0.519	0.085
PA5	-0.033	0.415	0.519	**0.911**	0.465	0.595	0.218
RS1	-0.197	0.476	0.465	0.348	**0.788**	0.375	-0.046
RS2	-0.196	0.506	0.374	0.499	**0.824**	0.528	-0.002
RS3	-0.188	0.338	0.380	0.345	**0.717**	0.426	-0.175
RS4	-0.102	0.390	0.332	0.483	**0.677**	0.526	0.113
RS5	-0.140	0.355	0.292	0.390	**0.673**	0.436	0.037
SP1	-0.077	0.316	0.283	0.485	0.533	**0.658**	-0.039
SP2	-0.040	0.446	0.402	0.562	0.350	**0.815**	0.109
SP3	-0.108	0.442	0.301	0.478	0.526	**0.832**	-0.116
SP4	-0.173	0.213	0.239	0.402	0.467	**0.655**	-0.174
SP5	-0.046	0.447	0.444	0.534	0.506	**0.787**	0.070
TD3	0.029	0.104	0.014	0.105	-0.033	-0.029	**0.708**
TD4	0.130	0.209	0.151	0.153	-0.005	-0.004	**0.936**

Source: The Researcher

4.10 Assessment of Significance of the Structural Model

Since the criteria of measurement model have been satisfied, structural model was then estimated. To do this, this study adopted standard bootstrapping procedure with a number of 5000 bootstrap samples and 291 cases to assess significance of the path coefficients (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The outputs of the full structural model were presented in Figure 4.6 and Table 4.11.

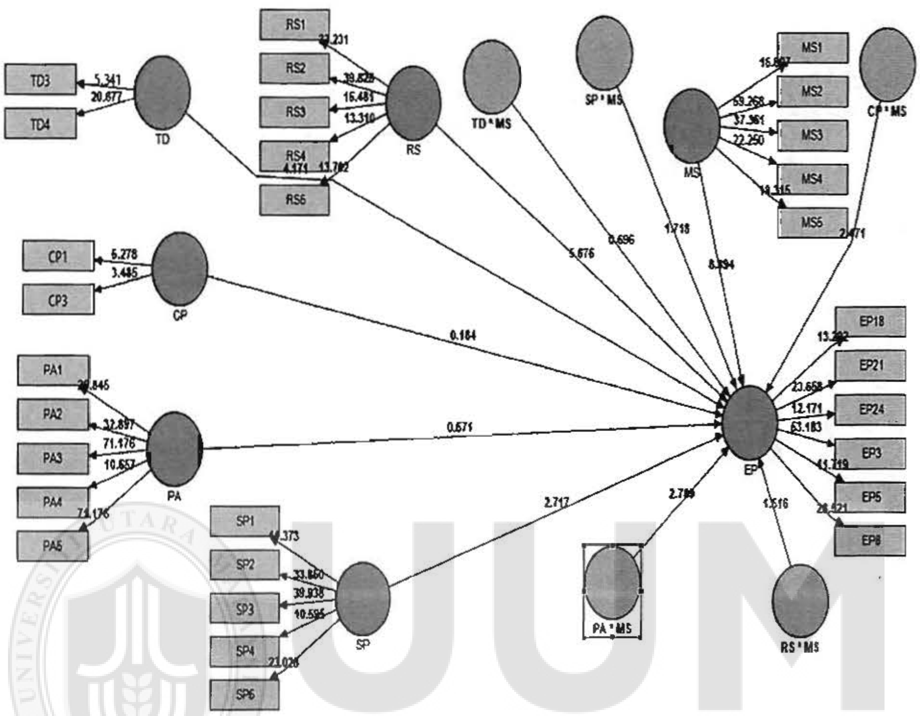

Figure 4.6
Structural Model (Moderating effect)

Table 4.11
Results of Structural Model

HYP.	Relationships	Beta	STDEV	T Statistics	Pvalue	Findings
H1	RS -> EP	0.232	0.041	5.675	0.000	Supported
H2	TD -> EP	0.145	0.035	4.171	0.000	Supported
H3	CP -> EP	0.005	0.029	0.184	0.427	Not Supported
H4	PA -> EP	-0.037	0.055	0.671	0.252	Not Supported
H5	SP -> EP	0.130	0.048	2.717	0.003	Supported
H6	RS * MS -> EP	-0.196	0.129	1.516	0.065	Not Supported
H7	TD * MS -> EP	0.036	0.051	0.696	0.243	Not Supported
H8	CP * MS -> EP	-0.156	0.063	2.471	0.007	Supported
H9	PA * MS -> EP	0.250	0.090	2.769	0.003	Supported
H10	SP * MS -> EP	-0.288	0.168	1.718	0.043	Supported

At the beginning, Hypothesis 1 predicted there is positive influence of recruitment and selection on employee performance, result (Table 4.11) showed that recruitment and selection is positively related to employee performance ($\beta = 0.232$, $t = 5.675$, $p < 0.001$) Hence Hypothesis 1 was supported. Similarly, in examining the influence training and development on employee performance, result (Table 4.11) showed positive influence of training and development on employee performance ($\beta = 0.145$, $t = 4.171$, $p < 0.001$), therefore, supporting hypothesis 2. With respect to Hypothesis 3 on the influence compensation and employee performance, Result (Table 4.11, Figure 4.6) revealed there is no significant effect of compensation on employee performance ($\beta = 0.005$, $t = 0.184$, $p > 0.05$), Hence Hypothesis 3, was not supported. In respect to Hypothesis 4 on the influence of performance appraisal on employee performance, result indicated that performance appraisal had no significant impact on employee performance ($\beta = -0.037$, $t = 0.671$, $p > 0.05$), therefore Hypothesis 4 was not supported. Regarding the influence of succession planning and employee performances, result (Table 4.11, Figure 4.6) indicated that succession planning had significant influence on employee performance ($\beta = 0.130$, $t = 2.717$, $p < 0.001$) and thus supporting Hypothesis 5.

4.10.1 Assessment of Variance Explained in the Endogenous Latent Variables

Structural model in PLS-SEM also involves assessment of variance explained in the endogenous latent variables which is done through the estimation and assessment of R-squared value. It is otherwise known as coefficient of determination (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The amount of variation in the dependent variable that can be explained by one or more variables that serves as predictors constitutes what is called R-squared value (Elliott & Woodward, 2007; Hair et al., 2010; Hair et al., 2006). The adequate level of R^2 value hinges on the research context (Hair et al., 2010), but Falk and Miller (1992) posit that an R-squared value of 0.10 is of minimum acceptable level. Meanwhile, Chin (1998) suggests that the R-squared values of 0.67, 0.33, and 0.19 in PLS-SEM can be considered as substantial, moderate, and weak, respectively. Table 4.12 presents the R-squared values of the endogenous latent variables.

Table 4.12
Variance Explained in the Endogenous Latent Variables

Latent Variables	Variance Explained (R^2)
Employee performance	64%

As indicated in Table 4.12, the research model explains 64% of the total variance in employee performance. This suggests that the five sets of exogenous latent variables (i.e. recruitment and selection, training and development, compensation, performance appraisal and succession planning collectively explain 64% of the variance of the employee performance. Hence, following Falk and Miller's (1992) and Chin's (1998) the criteria, the endogenous latent variables showed acceptable levels of R-squared values, which were considered as moderate.

4.10.2 Assessment of Effect Size (f^2)

The relative impact of a specific exogenous latent variable on endogenous latent variable(s) through changes in the R-squared is called effect size (Chin, 1998). Also, effect size denotes the upsurge in R-squared of the latent variable to which the path is linked, relative to the latent variable's amount of unexplained variance (Chin, 1998). Consistent with the position of Cohen (1988), Selya, Rose, Dierker, Hedeker, and

Mermelstein (2012), and Wilson, Callaghan, Ringle, and Henseler (2007), the effect size formula could be:

$$\text{Effect size: } f^2 = \frac{R^2\text{included} - R^2\text{excluded}}{1 - R^2\text{included}}$$

According to Cohen (1988), f^2 values of 0.02, 0.15 and 0.35 are of weak, moderate, strong effects respectively. The effect sizes of the latent variables of the structural model are presented in Table 4.13.

Table 4.13
Effect Sizes of the Latent Variables on Cohen's (1988) and Chin (1998) Recommendation

R-squared	**Included**	**excluded**	**f-square**	**effect Size**
Recruitment &Selection	0.644	0.623	0.059	Small
Training & Development	0.644	0.624	0.056	Small
Performance Appaisal	0.644	0.643	0.003	Small
Compensation	0.644	0.643	0.003	Small
Sucession Planning	0.644	0.635	0.025	Small
Management Support	0.644	0.421	0.626	Large

Source: The Researcher.

According to Table 4.13, the effect sizes for the recruitment and selection training and development, performance appraisal, compensation, succession planning, and management support on employee performance are 0.059, 0.056, 0.003, 0.003, 0.025, and 0.626 respectively. Based on Cohen's (1988) standard, the effects sizes of the above exogenous latent variables, excluding management support, on employee performance are small, but management support has large effect size on employee performance.

4.10.3 Assessment of Predictive Relevance

To estimate predictive relevance of the model of this study, Stone-Geisser's test called blindfolding procedures was done (Geisser, 1974; Stone, 1974). This test is commonly conducted as a supplementary assessment of GoF in PLS-SEM (Duarte & Raposo, 2010). Blindfolding procedure has to do with reflective endogenous latent variables in a reflective measurement model operationalization (Sattler, Völckner, Riediger & Ringle, 2010).

Reflective measurement model stipulates a latent or unobservable concept causes variation in a set of observable indicators (McMillan & Conner, 2003, p. 1). Thus, every endogenous latent variable in this study were reflective in nature. Blindfolding procedure via cross-validated redundancy measure (Q^2) was used to estimate predictive relevance of the model of this research (Chin, 2010; Geisser, 1974; Hair et al., 2013; Ringle, Sarstedt, & Straub, 2012b; Stone, 1974).

The Q^2 is a standard to a measure how well a model affects the data of lost cases (Chin, 1998; Hair et al., 2014). A research model that has a Q^2 statistic (s) higher than zero is considered to have predictive relevance (Henseler et al., 2009). In addition, higher positive Q^2 values indicate more predictive relevance. The results of Q^2 test was presented in Table 4.14 below:

Table 4.14
Construct Cross-Validated Redundancy
Q^2

Total	**SSO**	**SSE**	**1-SSE/SSO**
Employee performance	1746.0000	1080.5060	**0.381**

Source: The Researcher.

Table 4.14 depicted that Q^2 for all endogenous latent variables were above zero, suggesting predictive relevance of the model (Chin, 1998; Henseler et al., 2009).

4.10.4 Testing Moderating Effects

Product indicator approach was utilized to identify and estimate the strength of the moderating effect of management support on the connection between recruitment and selection, training and development, performance appraisal, compensation, succession planning and employee performance (Chin et al., 2003; Helm, Eggert, & Garnefeld, 2010; Henseler & Chin, 2010a; Henseler & Fassott, 2010b). The approach is considered appropriate in this study because the moderating variables are continuous (Rigdon, Schumacker, & Wothke, 1998).

The product term approach endorsed because its results are generally equal or superior to those of the group comparison approach (Henseler & Fassott, 2010a). To apply the product indicator approach in testing the moderating effects of management support on the relationship between training and development and compensation the product terms between the indicators of the latent independent variable and the indicators of the latent moderator variable need to be created, hence, these product terms would be used as indicators of the interaction term in the structural model (Kenny & Judd, 1984).

Furthermore, to ascertain the strength of the moderating effects, the present study applied Cohen's (1988) guidelines for determining the effect size. Figure 4.6 and Table 4.11 therefore show the estimates after applying the applied a product indicator approach to examine the moderating effect of management support on the relationship between exogenous and endogenous latent variable.

As depicted in Table 4.11, Hypotheses 6 and 7 were not supported because that the interaction terms representing recuritemnt and selection and management support; and training and development and management support (β -0.196, t = 1.516, $p > 0.05$; β 0.036, t = 0.696, $p > 0.05$) were not signifcnant. On the other hand, Hypothesis 8, which stated that management support moderates the relationship between compensation and employee performance, was supported. Specifically, this relationship is stronger for individuals with high management support than it is for individuals with low management support as expected, the results shown in Table 4.11, Figure 4.7 indicated that the interaction terms representing compensation and management support (β = -0.156, t = 2.471, $p < 0.001$) was statistically significant. Hence, Hypothesis 8 was fully supported.

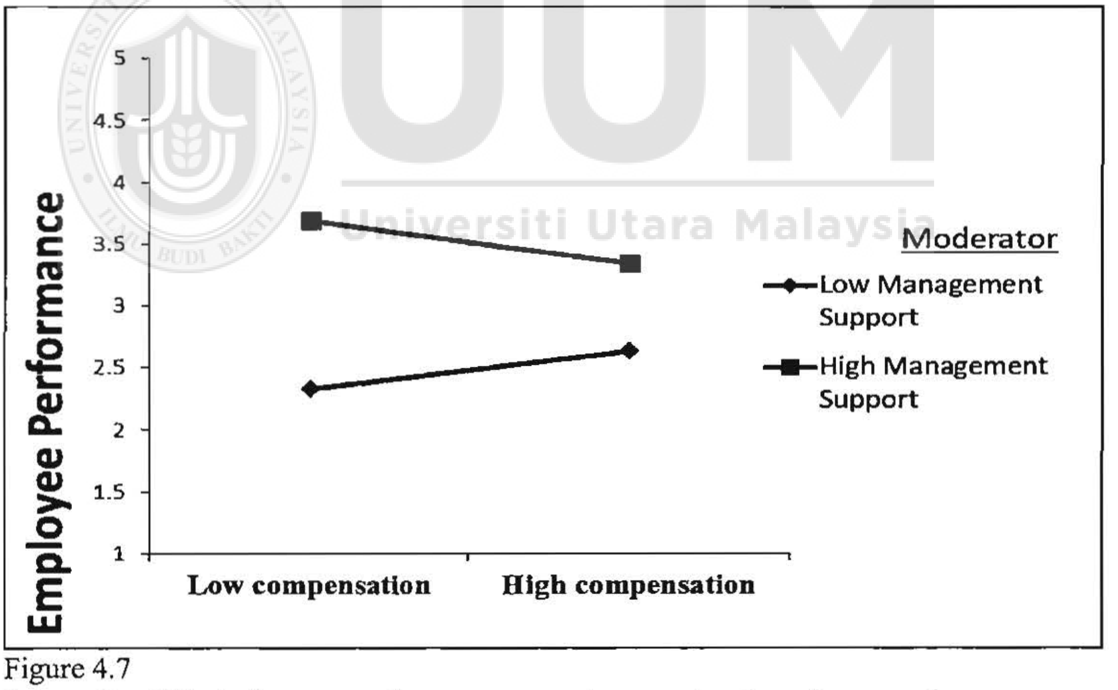

Figure 4.7
Interaction Effect of compensation management support and employee performance

Similarly, the results shown in Table 4.11, Figure 4.8 support Hypothesis 9, which stated that management support moderates the relationship between performance appraisal and employee performance, such that the relationship is stronger for individuals with high management support than it is for individuals with low management support (β = 0.250, t = 2.769, $p < 0.001$). The moderating effect of management support on the relationship between performance appraisal and employee performance is depicted in Figure 4.8, which shows a stronger positive relationship between performance appraisal and employee performance for individuals with high management support than it is for individuals with low management support.

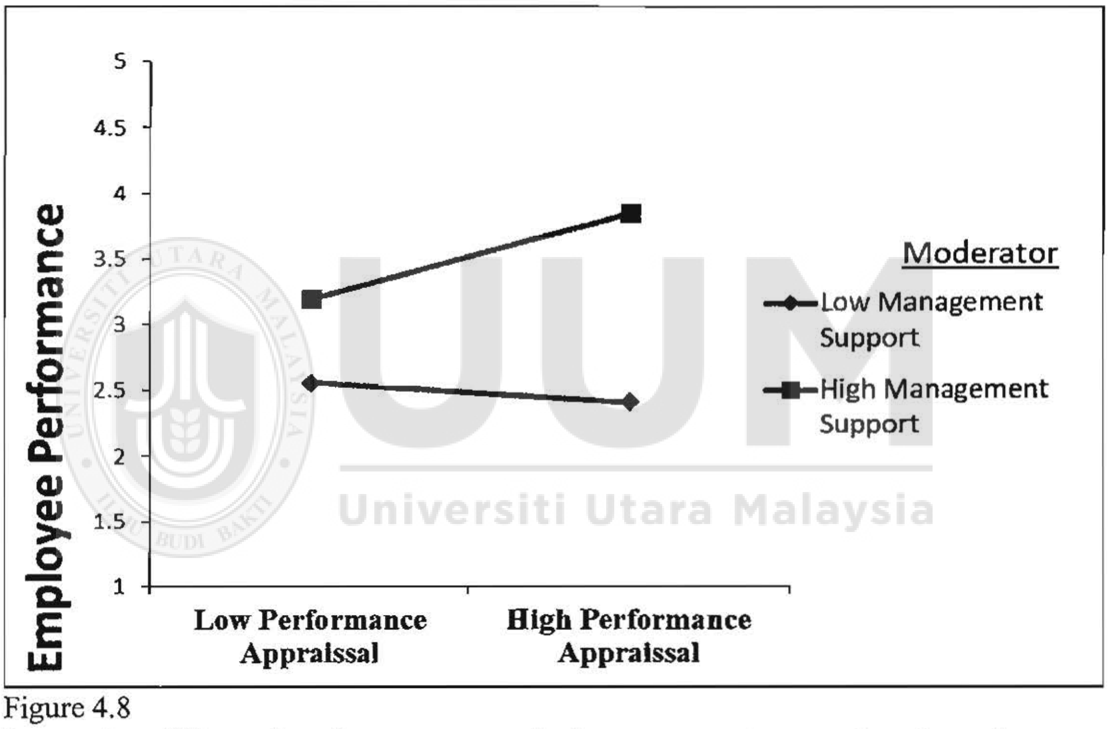

Figure 4.8
Interaction Effect of performance appraisal management support and employee performance.

Furthefmore the results shown in Table 4.11, Figure 4.9 support Hypothesis 10 which stated that management support moderates the relationship between succession planning and employee performance, such that the relationship is stronger for individuals with high management support than it is for individuals with low management support (β = -0.288, t = 1.718, $p < 0.05$). The moderating effect of management support on the relationship between succession planning and employee performance is depicted in Figure 4.9, which indicate a stronger negative relationship between succession planning and employee performance for individuals with high management support than it is for individuals with low management support.

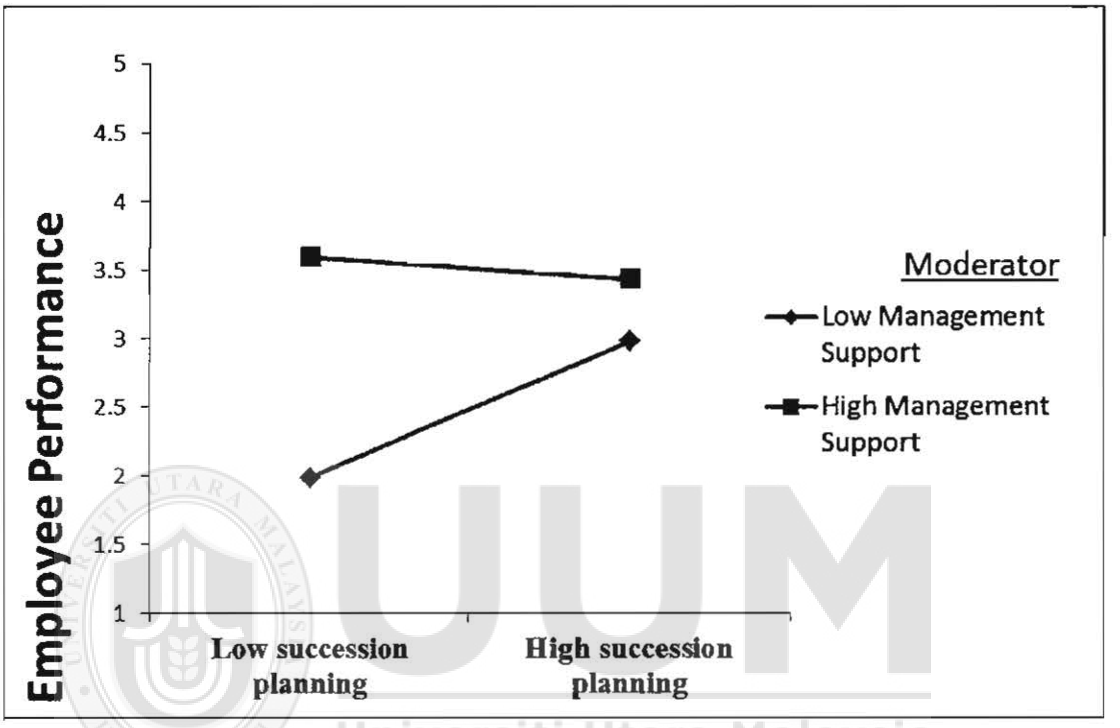

Figure 4.9
Interaction Effect of succession planning management support and employee performance

4.11 Summary of Findings

Sequence to the presentation of the results including direct and moderating effects in the earlier sections, this section deals with the summary of the finding. Table 4.16, therefore, presents the results of all hypotheses tested.

Table 4.15
Summary of Hypotheses Testing

Hypothesis	Statement	Findings
H1	There is significant relationship between recruitment and selection and employee performances	Supported
H2	There is significant relationship between training and development and employees performance	Supported
H3	There is significant relationship between compensationand employee performance	Not Supported
H4	There is significant relationship between performance appraisal and employee performance	Not Supported
H5	There is significant relationship between succession planning and employee performance	Supported
H6	Management support moderates the relationship between training and development and employee performance. Specifically, this relationship is weaker (i.e. less positive) for individuals with high management support than it is for individuals with low management support.	Not Supported
H7	Management support moderates the relationship between training and development and employee performance. Specifically, this relationship is weaker (i.e. less negative) for individuals with high management support than it is for individuals with low management support.	Not Supported
H8	Management support moderates the relationship between compensation and employee performance. Specifically, this relationship is strong (i.e. more negative) for individuals with high management support than it is for individuals with low management support.	Supported
H9	Management support moderates the relationship between performance appraisal and employee performance. Specifically, this relationship is stronger (i.e. more positive) for individuals with high management support than it is for individuals with low management support.	Supported
H10	Management support moderates the relationship between succession planning and employee performance. Specifically, this relationship is stronger (i.e. more negative) for individuals with high management support than it is for individuals with low management support.	Supported

Source: The Researcher.

4.12 Summary

In this chapter, the method and processes of data capturing, screening, analysis, and interpretation are discussed. The chapter also gives the justification for the usage of PLS path modelling for testing theoretical model of this research. Based on the evaluation of significance of the path coefficients, the main findings of the study were explained. Overall, self-report techniques has provided substantial support for the moderating effects of management support on the relationship between employees performance in particular, the path coefficients revealed a significant effect between: (1) recruitment and selection and employees performance, (2) training and development and employee performance, (3) compensation and employees performance,(4) performance appraisal and employees performance, and (5) succession planning and employees performance.

Importantly, concerning the moderating effects of management support on the relationship between the five predictors variables and one dependent variable, it is discernible from the PLS path coefficients that out of five formulated hypotheses, three were significant. Specifically, management support moderates the link between: (2) compensation and employee performance, (2) performance appraisal performance, and succession planning and employee performance. The next chapter (Chapter 5) will discuss further the findings, followed by implications, limitations, suggestions for future research directions and conclusion.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The main focus of this chapter is to discuss the research findings emanating from the previous chapter with a view to linking the findings to the theoretical perspectives and examining their consistency with the earlier findings from the previous studies in the area of employee performance. This chapter has six sections. The first section is the introductory aspect of the chapter, while section 2 recaps the findings of the study. In section 3, the discussion of the findings of the study is tailored towards the underpinning theory, while section 4 discusses the implications of the study theoretically, methodologically, and practically. Also, section 5 notes the limitations of the study and makes recommendations for future research, while the last section draws the conclusion.

5.2 Recap of the Findings of the Study

Assessing the moderating role of management support on the relationship between recruitment and selection, training and development, performance appraisal, compensation, and succession planning among teaching staff of the Nigerian polytechnics is the major objective of this study. Generally, this study has achieved its objective through extension of the contemporary understanding of the major determinants of employee's performance. The study, therefore, provides the answers to the earlier posed following research objectives.

1. To examine the relationship between recruitment and selection and employee's performance.
2. To determine the relationship between training & development and employee's performance.
3. To assess the relationship between compensation and employee's performance.
4. To investigate the relationship between performance appraisal and employee's performance.
5. To examine the relationship between succession planning and employee's performance.

Regarding the direct link between the independent and dependent variables, the findings of this study indicate that out of the 10 formulated hypotheses, the connections in only 6 of them were found to be significant. Thus, these 6 hypotheses were supported. Arising from the results outcome of the PLS path model, the relationship between recruitment and selection and employee performance was positively significant. Likewise, training and development significantly and positively relate to employee performance. Furthermore, the result revealed that succession planning and employee performance had a significant and positive relationship.

However, the relationship between performance appraisal and employee performance has no significant relationship and also compensation was not found to be positively related to employee performance. In relation to management support being a moderator on the relationship between dependent and independent variables, results showed a support for 3 propositions. Management support was obviously found to moderate the relationship between compensation and employee performance. Results further revealed that management support moderates the relationship between performance appraisal, succession planning and employee performance. However management support were not found to moderate the relationship between recruitment and selection, training and development and employee performance.

5.3 Discussion

This aspect deals with the discussion of the findings of the study in relation to the relevant underpinning theories, and the findings from the previous literature. This section is arranged in accordance with the earlier research questions posed. This study used sample of 424 academic staff to examine poor performance in the state owned polytechnics in Nigerian. The measures of the construct adapted for the current study were also presented in this section.

5.3.1 The Influence of Dimensions in HRM practices on Employee Performance

The question that was firstly posed is whether the dimensions of recruitment and selection explain employee performance. In alignment with this research question, the first objective of the study was to investigate the connection between recruitment and selection and employee's performance

5.3.1.1 HR practices and Employee Performance

Recruitment; is viewed as looking for employees, encourage them to apply, and select them, aiming to harmonize people's values, interests, expectations and competences with the characteristics and demands of the position and the organization (Armstrong, 2009; Bohlander & Snell 2009; Lievens & Chapman, 2010).

Selection, according to Bohlander and Snell (2007), involves an act of decreasing the number and selecting from among those job applicants who have the pertinent qualifications. It means through which job applicants are reduced, and the applicants with relevant qualification are chosen. Hence, this study hypothesized that there is significant relationship between recruitment & selection and employee performance. To this effect, five research hypotheses were formulated and tested using the PLS path modelling.

Firstly, in consistent with Hypothesis 1, as expected, result revealed that recruitment and selection was significantly and positively related to employee performance, with moderate effect size ($f2 = 0.12$), suggesting that when polytechnic lecturers perceive that management emphases on best capable hands for recruitment and selection on the job, they are likely to have employee productivity, This finding is congruent with the findings of Babagana (2014) Saleem and Khurshid (2014) Tabiu and Nura (2013) and Kepha, et al. (2014) as the results of the studies shows positive significant relationship between recruitment and selection with employee performance. Hence, Babagana (2014) opined that effective recruitment and selection is connected with employee satisfaction, motivation and commitment and thus leading to enhanced productivity.

Secondly, the present study also hypothesized positive influence of training and development on employee performance. This study suggested that investing on the right types of employee's training in an organization can be an important system of enhancing positive employee performance, thus lecturers are with the opinion that the more they get training the more efficient there are on their jobs, this result corresponding to the findings of Hafeez, 2015; Falola, Osibanjo, & Ojo, 2014; Amina et al., 2013; Khan, 2012; Jagero, 2012; Munjuri, 2011; Marwat, 2010).

Thirdly, with regards to hypothesis 3, results of the study indicate that the hypothesis is not supported, the finding indicated that compensation has no significant influence on employee performance, this is similar to the studies of Rizal, Idrus, Djumahir and Mintarti (2014), Jensen and Murphy (1990), Gerhart, Milkovich and Murray (1992) Barkema and Gomez-Mejia (1998) Milkovich and Boudreau (1998). Opposing the above findings are the works of Oluigbo and Anyiam (2014) Samuel and Esther (2013) Abdul Hameed, Ramzan, Zubair, Ali and Arslan (2014) with strong positive correlation between compensation and employee performance.

Fourthly, with reference to hypothesis 4, as predicted, the PLS path modelling results indicated non-siginficant influence of performance appraisal on employee performance. The result showed that performance appraisal has no significant relationship with employee performance. This finding is consistent with previous studies on performance appraisal-employee performance relationship, such as Poursafar et al. (2014a, 2014b). However, the result is contrary to the findings of (Mir & Ahmed, 2014; Owoyemi & George, 2013). These studies signify positive and significant relationship between performance appraisal and employee performance.

Finally, in respect to Hypothesis 5 on the influence of succession planning on employee performance, result showed positive influence of succession planning on employee performance, This finding signifies that the propensity of a trusted successor to take over significantly affects the incidence of all succession-planning-related activities in an organization, this result is compatible with the findings of (Michel, 2016; Daspit, et al., 2015; Gomba, 2014; Zahrani, et al., 2014; Sharma, et al., 2012; Mehrabani & Mohamad, 2011; Suhler-Hurt, 2011; Neef, 2009; Crumpacker &

Crumpacker, 2007) which show the usefulness for the managers to make choice and adapt succession planning approaches which best suit their organization.

5.3.2 Moderating Effect of Management Support

Provision of the instruments and the resources by the firm for the workers to accomplish novel work, for the coordination of effort and knowledge to develop good work behaviour represents what is called management support (Cabrera et al, 2006). This study used management support as a moderator on the connection between recruitment and selection, training and development, performance appraisal, compensation and succession planning and employee performance. In the findings of (Amabile, Conti, Coon, Lazenby & Herron, 1996; Oldham & Cummings, 1996; Song, Kolb, Lee & Kim, 2012) there is evidence that management support is a forecaster of mandatory and active work-related behaviours. This can be discerned from the positon of Oldham and Cummings (1996) who proved that supportive supervision made a significant contribution to the number of patent disclosure workers.

Following this argument, the sixth research question was whether management support moderates the relationships between training and development, recruitment and selection, performance appraisal, compensation, succession planning, and employee performance. Management support cannot be overrated as it indoctrinates a sense of participation and contribution in workers, because this sense of involvement and contribution is necessary when it comes to encouragement of creative ideas, exploration of new opportunities and conversion of such opportunities to action without losing efficiency at work (Calantone, Cavusgi & Zhao, 2002). Additionally, previous studies have also established that supportive managers do induce innovative work behaviour in the workers. By way of illustration. Janssen's (2001) research signified that employees react more creatively to work demands when they perceive that their inputs are justly remunerated by their management.

In line with this research question, the sixth objectives of this study were to assess the moderating effect of Management support on the relationships between recruitment and selection, training and development, performance appraisal, compensation, succession planning, and employee performance.

5.3.2.1 Moderating Effect of management support on the Relationship between HR practices and employee performance

To answer the six research questions, five research hypotheses were formulated and tested using the PLS path modelling (i.e., H6, H7, H8, H9 and H10). It could be recalled that Hypothesis 6 stated that management support moderates the relationship between recruitment and selection and employee performance. Specifically, this relationship is weak (i.e. more negative) for individuals with high management support than it is for individuals with low management support as expected, Because the findings regarding moderating effects represent the main contributions of this research, possible explanations of the moderating effect of management support could be explained from prior empirical studies that used management support as moderators in their studies, rather than theoretical perspectives

Management support borders on organizational provision of the tools and resources for the workers to enable them perform their work for innovation. In addition, management support is prerequisite for accomplishing organization of efforts on behalf of the flowing of knowledge to advance desired behaviours (Cabrera et al.,

2006) and to create a common sense of innovation and advancement (Tsai & Ghoshal, 1998).

Management support has been recurrently considered crucial to stimulating discretionary and proactive behaviours at work (Hunter & Cushenbery, 2011). Research has established management support and transformational management to be key determinants of discretionary behaviours (Amabile, Conti, Coon, Lazenby & Herron, 1996; Song, Kolb, Lee & Kim, 2012). Management support helps firms to overthrow bias, stereotypes and negative feelings by validating the diversity cause to the organizational society (Gröschl, 2005).

However, employee-management relationship constitutes a vital aspect of the work context that affects the employee's intention to perform, and thus initiative for problem-solving. It also enhances the speed of response and the quality of work (Prieto-Pastora, & Martin-Pereza 2014). High-involvement HR systems (recruitment and selection, training and development, compensation) were positively related to ambidextrous learning and validated the moderating role of management support (Prieto-Pastora & Martin-Pereza, 2014).

Furthermore, Managers do provide organizational support via their managerial roles. Managerial roles involve caring for the welfare of the subordinates and provision of work advisory. By this, organizations can reduce costs and enhance productivity (Sawang, 2010). Moreover, prior research has also found that supportive managers act in support of pioneering work behaviour. Managers offer guidance and become a source of inspiration for employees.

Both managerial and colleague support have moderating effects in the organisations. High managerial or colleague support and employee motivation are interrelated, and the consequential implication is stronger training motivation. The results of the extant studies signify that supportive leadership is negatively related to job stress and directly related to job performance (Khalid, et al., 2013). Thus, justification for the adoption of management support in this study is presented as follows:

Firstly, results with regards to the moderating effect of management support moderates the connection between compensation and employee performance is also in line with Janssen (2001). According to Jansen (2000), workers respond more creatively to work demands when they perceive their effort are fairly compensated in their workplaces. In addition, Prieto-Pastora, and Martin-Pereza, (2014) asserted that employees who observe a fair balance between manager's inducements relative to their work efforts will respond with more inventive behaviours.

Secondly, result regarding the moderating effect of management support on the relationship between performance appraisal and employee perfomance. The outcomes of the studies appear to be corresponding with the findings of the study conducted by Koshy and Suguna (2014). Employees 'perceive performance appraisal as an avenue to discuss with management their goals. Performance appraissal increases positive relationship with management, drives job satisfaction, and enhances sense of loyalty towards the organization. Furthermore, employees' psychosomatic needs were satisfied when they realise that the management is keen in ensuring their development and progress through performance appraisal (Koshy & Suguna, 2014: Boachie-Mensah et al., 2012: Daoanis, 2012; Erbasi, et al., 2012).

Thirdly, result concerning the moderating effect of management support on the relationship between succession planning and employee perfomance matched with the research outcomes of Mehrabani and Mohamad' (2011) research which indicate that employees are satisfied when management select and adapt succession planning approaches which best suit their organization.

Fourthly, H6 stated that Management support moderates the relationship between recruitment and selection and employee performance. While Hypothesis 7 posited that management support moderates the relationship between training and development and employee performance, unexpectedly; the present study did not find support for these two hypotheses (i.e., H6 and H7).

The possible reason for the absence of support for these hypothesized relationships might be that lecturers' perceived recruitment and selection as process of hiring employee, but the due process in recruitment and selection exercise were not followed. Applications were collected for interview and by the end of the day government came out with the list of applicants given appointment without interview, whereby management of the polytechnics have no option than to accept the employed applicants.

Another possible explanation for lack of support for these hypothesized relationships is that this study also revealed that training and development is based on number of years spent in the polytechnic, and, on the other hand, is based on seniourity, if a senior employee has not gone for study leave, a junior employee would not be allowed to go for the study leave. It is also based on the availability of staff in a concerned department; if there are shortage of staff in the department who will handle the courses that will be left behind, the concerned will not be allowed to go for study leave.

Finally, the present study matched with Yunus, et al., 2013; Finkelstein & Hambrick, 2013; Ko, Hur, & Snnith-Walter, 2013; Mihalache, et al., 2012; Pohler, 2010), as they used management support as moderator; these studies therefore have contributed to the exisiting literature on management support

5.3.2.2 Significance of Moderating Role of Management Supports

The present study has also provided empirical evidence on the significant role of management support as a moderator on the relationship between HR practices and employee performance, While most previous studies (Gröschl, 2005; Tharenou, 2001; Prieto-Pastora & Martin-Pereza 2014; Khalid, et al, 2013; Sawang, 2010; Clark, et al, 1993) have mainly focused on investigating the influences between management support and employee performance, this study incorporated management support as a moderator on these relationships for the following reasons.

Firstly, Management support on the relationship between compensation and employee performance for individuals with high management support that employee would be more creative in his/her work if he/she perceive fair rewards (Janssen, 2001), the otherwise is the case for individuals with low management support. more so, employees who perceive a fair balance between supervisor's inducements relative to their work efforts will be more creative (Prieto-Pastora & Martin-Pereza, 2014). Taken as a whole, this study has added empirical evidence to the body of knowledge in the area of employee performance and the research results could be a strong basis for future researches on management support.

Secondly, Employees 'perceive performance appraisal as forum to discuss with management their goals, increasesing positive relationship with management, driving job satisfaction, and enhances sense of loyalty towards the organization. Furthermore, employees' psychosomatic needs were satisfied when they realise that the management is keen in ensuring their development and progress through performance appraisal (Koshy & Suguna, 2014: Boachie-Mensah et al., 2012: Daoanis, 2012; Erbasi, et al., 2012). Inaddition, Mehrabani and Mohamad (2011) studies outcome indicated that employees are contented when management chooses and adapt succession planning approaches which best suit their organization.

5.3.3 Theoretical Implications

The conceptual framework of this study was based on the prior research findings and theoretical gaps spotted in the literature. It was also supported and explained from three theoretical perspectives, which are Ability, Motivation and Opportunity (AMO) Theory. The present study incorporated management support as a moderating variable to better explain and understand the relationship between HR practices (recruitment and selection, training and development, performance appraisal, compensation and succession planning and employee performances) Based on the research findings and discussions, the current study has made several theoretical contributions in the research on HR practices, management support and employee performance.

5.3.3.1 Additional Empirical Evidence in the Domain of Ability, Motivation and Opportunity Theory and Social exchange theory

Theoretical implication of this study borders on giving further empirical evidence in the area of Ability-Motivation-Opportunity (AMO) theory. According to the (AMO) model, firm performance can be enhanced via three factors involving ability, motivation and opportunity as the first factor, which is ability, can be attained via recruiting and selecting quality personnel. Jiang, Lepak, Hu, and Baer (2012) posited that the capability of human capital in the organization can be improved through comprehensive recruitment and selection and thorough training and development.

The second factor can be accomplished through motivation-enhancing HR architectures such as competitive compensation, and performance appraisal, The HR architectures such as succession planning, management support constitutes what can be used to empower employees and give them opportunity which is the third factor. Notably, AMO model, with inclusion of other factors such as context of study etc., underpin the configuration of the HRM system in this study. AMO model proposed that empowered and motivated employee with boosted KSAs would remain in the organization and record higher performance which consequently enhance higher organizational performance (Appelbaum & Kamal, 2000; Boxall & Macky, 2009; Gyensare & Asare, 2012; Wood & Wall, 2007).

Recruitment and selection, training and development, performance appraisal, compensation, and succession planning, are the HR architectures through which the ability, motivation, opportunity for employees, as proposed by AMO model, can be achieved. AMO model was designed for use at the individual level (Jiang, et al., 2012). According to Jiang, et al. (2012) the model suggests that when abilities, motivation and opportunities of employees are positively influenced by employee perceived HR practices; this will enhance the performance of employees Abilities.

Abilities are the competences of the employee needed for task performance. This dimension can be subdivided into knowledge, skills, and other characteristics. Knowledge is the intellectual capital of an employee that can be used for the performance of tasks. Skills are the employees' functional or specific expertise (Subramaniam & Youndt, 2005).

Other characteristics are a general category for other factors such as personality, willingness, and interest and tangible factors such as degrees. All these elements influence task performance of an employee. In the literature, variables used to measure abilities are often human capital and educational level (Jiang, Lepak, Hu, & Baer, 2012). Human capital can be seen as a combination of employees' knowledge, skills and abilities, and educational level is the degree to which employees are educated.

With regards to motivation, the second aspect of AMO model, Jiang, et al. (2012) posited that motivation reflects employees' willingness to exert efforts at work. In addition, the third dimension of the AMO framework is 'opportunity to perform'. According to Jiang, et al. (2012) opportunity to perform is the opportunity for employees to use their skills and motivation to perform. An aspect of this dimension is job empowerment. To have a chance to perform, employees need to be allowed by their employer to do their job in a way that is contributing to organizational performance, and thus get the power to accomplish their tasks in the best way possible. When an employee does not feel in control of his or her actions, they will not get the opportunity to use their skills and motivation to perform in the best way possible. Employee had opportunity to exercise this through succession planning.

Empirical examination of AMO theory has not been fully tested in the literature. Thus, this study empirically applied AMO theory and tested the sequential moderating effects of the relationship between HR practices and employee performance. AMO posits that HR practices influence employees' characteristics, i.e. particularly, knowledge, skills, abilities and other qualities such as attitudes and behaviours, which according to Lepak et al. (2006) are classified into three domains: abilities (A), motivation (M) and opportunities (O). Thus, these have added to exiting literature on AMO theory.

Social Exchange Theory: Social exchange theory suggested that relationships develop over time into faithful, loyal and worthy commitments (Cropanzano & Mitchell, 2005). In order to form such obligations, people have to obey rules of exchange. This exchange ideology explains that if a person gains something from the giving party, the receiving party should reciprocate the favour to the giving party (Cropanzano & Mitchell, 2005). Management supports as an element of perceived organizational support (POS) encourages innovative work behaviour in the employees, while employees respond more productive to work demands when they perceive that their inputs are fairly compensated by their organizations (Janssen, 2001).

When an employee perceives the organization as supportive, he or she will presumably also be supportive towards the organization (Cropanzano & Mitchell, 2005). Management support motivates employees to operate in cooperative and innovative ways (Pastor & Martin-Perez, 2015) implying that employees are more motivated to reciprocate good gesture in return for management support. This establishes what social exchange theory stands for. This has thus added to exiting literature on socal exchange theory.

5.3.4 Practical Implications

Based on the research findings, the present study has contributed several practical implications in terms of human resource management practices in the context of Nigerian polytechnics. Firstly, improving performances of lecturers are important consideration in managing competent performance at work. This study recommends that polytechnics management should support in minimizing the occurrence of poor performance by enhancing lecturers' perceptions on high performance to enhance employee performance. In addition, Management of the polytechnics should support government to make upward review of academic staff salaries to reduce the frequent industrial actions and brain drain in the polytechnics system. Lecturers should accomplish their primary assignments very well to reduce issue of mass failures among the students, because these will in turn enhance employee's performance.

Furthermore, Polytechnics management should support efforts to stop the occurrence of unethical acts like sexual harassment, voluntary exchange of sex for marks, arbitrary award of marks based on the purchase of lecture notes or text books, irregular attendance of classes by some lecturers, rushing students in lecture while examination has drawn nearer, strong control measure should be put in place to curb examination malpractice and delay in marking and releasing examination results, these will go a long way in improving employees' performance.

However, as stated at the onset of this report, poor performance of academic staff constitutes a setback to polytechnics system, Therefore, the study suggested that government and polytechnics management should support succession planning procedure for effective leadership transition, Individual excellence should be given much consideration in the appointment of academic leader in Nigerian polytechnics, in order to improve employees' performance.

Polytechnics management should give support in minimising lecturers' poor performance by improving conditions that lead to positive performance. For example, management of the polytechnics can support discussion through conference, workshop, and seminars, on-the-job and off-the-job training, acquisition of higher degrees, particularly, training and development so that they keep themselves update and relevant in the polytechnic system, as these will enhance employees' performance.

Similarly, management support should encourage proficiency to reduce the possibilities of recruiting incompetent lecturers, supporting merit as a recruitment and selection criterion when making hiring decisions of academics. This can be achieved by conducting mental ability test in the recruitment and selection process, so that the outcomes of such test can help human resource managers in the Nigerian polytechnics to select those academics whose values are compatible with polytechnic standards and screening out those that are unsuited to the system as this will serve as mechanisms for enhanced employee's performance.

In addition, management of Nigerian polytechnics can support in minimizing the tendency of lecturers to engage in poor performance by creating a conducive environment. For example, compensating any lecturer who accomplishes outstanding performance in their task in the ways that are consistent with stated standards, this will help in improving employees' performance. Moreso Management should support termly performance appraisal to enable both management and employees to recognise strengths and weaknesses in the performance of the employees, suggestion of ways to enhance the performance, increases tied relationship between management and employees, and employees' sense of loyalty towards the organization, in order to improve employee performance.

Finally, this study has added to the existing literature by signifying the influence of HRM practices on employees performance, In addition to theory and literature development, it will also provide insight into the mechanisms for enhancing employee's performance in Nigerian Polytechnics. Furthermore, National Board for Technical Education (NBTE), Government, and Polytechnics management should use findings of this study as guide and compendium for development of human capital policies, management practices and management development programmes, to serve as means of improving employees' performance.

5.3.5 Methodological Implications

The present study has a number of methodological implications. One of the methodological contributions lies in assessing the criterion variables using situation specific measure. Specifically, in an attempt to fill a methodological gap suggested by Bowling and Gruys (2010), Furthermore, the present study added relevant items to Saleem and Khurshid, (2014), that is introducing management support as a moderator and adding succession planning variable to the existing variable in Saleem and Khurshid, (2014) studies in order to really capture the degree to which employee performance in the context of the study. By adding the relevant items to original scale, this study purified and tested the measure of employee performance in Nigeria, which is culturally different from the setting in which this measure was initially developed.

Another methodological contribution of this study is related to use of PLS path modelling. PLS path modelling is utilized to evaluate the psychometric properties of the study's latent variables bordering on convergent validity and discriminant validity. Evaluation of psychometric properties involves individual item reliability, average variance explained (AVE), composite reliability of the latent variables, and convergent validity through evaluation of AVE values of the latent variables. In addition, estimation of discriminant validity was done by comparing the correlations among the latent variables with the square roots of AVE. The values of the cross loadings matrix were also vetted to find support for discriminant validity in the conceptual model. Hence, this study has managed to use one of the more robust approaches (PLS path modelling) to assess the psychometric properties of each latent variable illustrated in the conceptual model of this study.

5.3.6 Limitations and Future Research Directions

Some relationships between the exogenous and endogenous variables were established by the findings of this study, but some limitations characterized this study.

First and foremost, research design of the present study is cross-sectional research design which does not give room for causal inferences to be made from the population. So, a longitudinal research design is deemed suitable for the future research in order to measure the theoretical constructs at different points in time to validate the findings of the current study.

Moreover, non-probability sampling bordering on quota sampling was utilized to sample the respondents of the study. In this sampling technique, all elements of the target population were not covered. This has jeopardized the knowledge about the level to which sample size represents the entire population (Lohr, 2009). The use of quota sampling has limited the extent to which the findings of the study can be generalized to the population. Therefore, future research needs to go beyond using quota sampling if sample frame can be obtained so that probability sampling technique could be employed. Hence, once sample frame is obtained the findings of the study can be generalized to the entire academics in the Nigerian polytechnics.

Additionally, employee performance was assessed using self-report measures. Self-report measures are valid in measuring employee performance, most especially, when anonymity was assured during the data collection exercise. However, given the position of Podsakoff et al. (2003) the use of self-reports is related to common method variance and, according to Dodaj (2012) Podsakoff and Organ (1986) and Randall and Fernandes (1991) it is also associated with social desirability bias.

Originally, this study attempts to lessen these anomalies by guaranteeing anonymity and enhancing scale items (Podsakoff et al., 2003; Podsakoff et al., 2012), but it is likely that the respondents of this study might have under-reported their nonconformity on survey questionnaires. Thus, future research may consider employment of other approaches to evaluate employee performance.

Nevertheless, subjective measure is susceptible to many types of judgmental biases (Dunlop & Lee, 2004). It was not easy to obtain objective data (Detert et al., 2007) the use of objective measure would have clearly strengthened the results. Therefore, future research is needed to replicate the findings of the current study using objective measure of employee performance.

Also, the present study offers quite limited generalizability as it focused mainly on teaching staff from polytechnics located in the north-central geopolitical zone of Nigeria. Consequently, additional work is needed to include other geopolitical zones and non-teaching staff from various polytechnics in order to generalize the findings. Polytechnics should be studied and compared with other institutes of higher education such as universities, mono-technics and colleges of education.

Lastly, the research model was able to explain 42% of the total variance in employee performance which means there are other latent variables that could significantly explain the variance in employee performance. In other words, the remaining 58% of the variance for employee performance could be explained by other factors.

Therefore, future research is needed to consider other possible factors that could motivate employees to refrain from engaging in unproductive performance. In particular, future research might examine how employee's management focus could further shield the relationship between HR practices and employee performance among employees from various sectors or industries.

5.4 Conclusion

Taken together, the present study has contributed theoretically and otherwise to the existing body of knowledge as it establishes moderating role of management support on the relationship between HR practices and employee performance. Although there are some limitations that characterize this study, it has successfully provided answers to all the research questions and objectives. While there have been many studies examining the underlying causes of inefficient performance, however, the present study addressed the theoretical gap through the incorporation of management support as an important moderating variable.

This study also lends theoretical and empirical support for the moderating role of management support on the relationship between HR practices and employee performance. The study has achieved evaluating how management support theoretically moderates the relationships between the exogenous and endogenous variables. The theoretical framework of this study has also added to the domain of both Ability- Motivation- Opportunity (AMO) and social exchange theories by examining the influence of HR practices on employee performance. Also, the findings of this research has vital practical implications for organizations and their management.

Based on the limitations of the present study, numerous future research directions were pointed to, and conclusively, the present study has added treasured theoretical, practical, and methodological values to the extant body of knowledge in the field of organizational psychology, particularly human resource management.

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APPENDICES

Appendix A: QUESTIONNAIRE

Universiti Utara Malaysia

Othman Yeop Abdullah,
Graduate School of Business,
University Utara, Malaysia,
06010 Sintok, Kedah, Malaysia
Phone: (+604)
E-mail: oyagsb@uum.edu.my

Dear Prof/Assoc. Prof/Dr/Mr/Mrs/Ms.,

ACADEMIC REASERCH QUESTIONNAIRE

I am a doctoral research student of Universiti Utara Malaysia, (UUM) currently conducting research titled "Moderating Role of Management Support on The relationship between Human Resources Practices and Employee Performance: A Study of Academics in Nigeria Polytechnics". In order to fulfill the requirements for the award of Doctor of Philosophy (PhD) I need data from Polytechnic like yours. I would be happy, if you will help the researcher by providing objective and sincere answer to all questions as there is no right or wrong answer. Please be assured all responses provided will be treated as with higher level of confidentiality. It will be only used for academic purposes.

Thanks,

Yours sincerely,

Mohammed Jibrin Bida
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SECTION A: HUMAN RESOURCE MANAGEMENT PRACTICES

The following statements in this section are much related to the degree of HRM practices implemented in your organisation. Please tick the relevant number based on the rating scale provided.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

S/N	Statements	SD	D	N	A	SA
Recruitment and Selection (6 items)						
01	The organization I work for widely disseminates information about both external and internal recruitment processes.					
02	The organization I work for discloses information to applicants regarding the steps and criteria of the selection process.					
03	The organization I work for communicates performance results to candidates at the end of the selection process.					
04	Selection tests of the organization where I work are conducted by trained and impartial people.					
05	The organization I work for has competitive selection processes that attract competent people.					
06	The organization I work for uses various selection instruments (e.g. interviews, tests, etc.).					
Training and Development						
07	I can use knowledge and behaviors learned in training at work.					
08	The organization I work for helps me develop the skills I need for the successful accomplishment of my duties (e.g., training, conferences, etc.).					
09	The organization I work for invests in my development and education promoting my personal and professional growth in a broad manner (e.g., full or partial sponsorship of					

	undergraduate degrees, postgraduate programs, language courses, etc.).					
10	In the organization where I work, training is evaluated by participants.					
11	The organization I work for stimulates learning and application of knowledge.					
12	In the organization where I work, training needs are identified periodically.					
Compensation						
13	In the organization where I work, I get incentives such as promotions, commissioned functions, awards, bonuses, etc.					
14	In the organization where I work, my salary is influenced by my results.					
15	The organization I work for offers me a salary that is compatible with my skills, training, and education.					
16	The organization I work for remunerates me according to the remuneration offered at either the public or private marketplace levels.					
17	The organization I work for considers the expectations and suggestions of its employees when designing a system of employee rewards.					
Performance Appraisal						
18	The organization I work for discusses competency-based performance appraisal criteria and results with its employees.					
19	In the organization where I work, competency-based performance appraisal provides the basis for an employee development plan.					
20	In the organization where I work, competency-based performance appraisal is the basis for decisions about promotions and salary increases.					
21	The organization I work for disseminates competency-based performance appraisal criteria and results to its employees.					

22	The organization I work for periodically conducts competency-based performance appraisals.					
Succession Planning						
23	The polytechnic identifies future academic leaders -					
24	The polytechnic tracks potential administrative openings as a result of retirements					
25	The polytechnic identifies the likelihood of academic administrators leaving the university					
26	The polytechnic identifies competencies required for future academic leaders -					
27	The polytechnic identifies performance appraisals to assess faculty performance -					
28	The polytechnic identifies faculty who have the potential to become future academic leaders -					
29	The polytechnic encourages future academic leaders to create a personal development plan					
30	The polytechnic provides individual feedback to future academic leaders as they are developing –					
31	The polytechnic holds developing academic leaders accountable for their personal development					
32	The succession planning process aligns with broader planning at the polytechnic.					
33	The succession planning process supports the achievement of polytechnic strategic goals.					

SECTION B: EMPLOYEE PERFORMANCE

The statement below, describing the ethical behaviour, conducts, process, and procedures found at organisational level. Please indicate the extent of your agreement to each and every statement by ticking the rating scale provided.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

S/N	Statements	SD	D	N	A	SA
Employee Performance (Task Performance)						
34	My polytechnic rate the quality of my work in the past three months is very good.					
35	Compared to last year, the quality of my work in the past three months is much better.					
36	The quality of my work is often below what it should have been in the past three months.					
37	My polytechnic rate the quality of my work in the past three months insufficient					
38	Compared to last year, the quantity of my work in the last three months is much worse					
39	The quantity of my work is never less than what it should have been in the past three months					
40	I plan my work so that is always done on time.					
41	I worked towards the end result of my work					
42	I kept in mind the results that I had to achieve in my work					
43	I had trouble setting priorities in my work.					
44	I was able to separate main issues from side issues at work					
45	I was able to perform my work well with minimal time and effort.					
46	It took me longer to complete my work tasks than intended.					
Contextual Performance						
47	I was able to meet my appointment with other always.					
48	I was able to fulfil my responsibilities.					
49	Collaboration with others enhance my work					
50	Others understood me well, when I told them something.					
51	I understood others well, when they told me something.					
52	My communication with others led to the desired result.					
53	I came up with creative ideas at work.					

54	I took the initiative when there was a problem to be solved.					
55	I took the initiative when something had to be organized.					
56	I started new tasks myself, when my old ones were finished.					
57	I asked for help when needed					
58	I was open to criticism of my work.					
59	I tried to learn from the feedback I got from others on my work.					

SECTION C: MANAGEMENT SUPPORT

The following statement asks you about your organisational performance base on efficiency, effectiveness and fairness and the cooperation of management. Please indicate the extent of your agreement to each and every statement by ticking the rating scale provided.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

S/N	Statements	SD	D	N	A	SA
Management Support						
60	Employees in this organization receive encouragement and support from their supervisors					
61	Employees in this organization have access to resources that they need to do their work					
62	Employees in this organization have the guidance and help that they need to do their work					
63	Employees are supported with their need to balance work and other life issues.					
64	Employees in this organization are given support for Work/Life programs					

SECTION D: DEMOGRAPHIC INFOERMATION

Please tick on the most appropriate box that best describe your demographic information.

50 Gender

Male ☐

Female ☐

51 Age

☐ 25-30years ☐ 31-35years ☐ 36-40years

☐ 41-45years ☐ 46-50years ☐ 50 and above

52 Marital status

Married ☐

Single ☐

Widow ☐

53. Highest Level of Education

HND ☐

DEGREE ☐

MASTER ☐

PHD ☐

54. Length of Employment with current organization. (Please state)

55. Gender of supervisor/Head of Department

Male

Female

56. Length of Experience with Supervisor organization. (Please state)

57. Job Tittle

Instructor /Lecturer

Senior Lecturer

Principal Lecturer

Chief Lecturer

58. Monthly Salary

Below ₦100,000

₦101,000 to ₦200,000

Between ₦201,000 to ₦300,000

₦301,000 and above ₦300,000

59. Tick the ineffective performance indicators that are available in your institution

i. Examination malpractices among students

ii. Mass failure in examination

iii. Exchange of sex for grade

iv. Exchange of money for marks

v. Irregular attendance of classes by some lecturers

vi. Rushing students in lecture while examination has drawn nearer

vii. Threatening and intimidating female students by some male lecturers

viii. Arbitrary award of marks based on purchase of hand-outs

ix. Delayed in marking and realizing examination results

x. Academic staff strike

xi. Brain Drain

THANK YOU FOR YOUR TIME

Appendix B: Literature Summary

S/N	Author (s) Year	Independent variable	Dependent variable	Moderating variable	Finding	Context	Country/ Place
01	Kepha, et al. (2014)	Recruitment & Selection	& Employee Performance	None	Positive relationship	Public Sector	Kenya
02	Kepha (2014)	HRM practices	Employee Performance	Knowledge management effectiveness	Positive Relationship	Public Sector Research institutes Kenya	Kenya
03	Khan (2012)	Training Motivation	& Employee Performance	None	Positive impact	Public Sector	Pakistan
04	Jagero (2012)	On the job training	& Employee Performance	None	Positive influence	Public Sector	USA
05	Alsabbah & Ibrahim (2014)	HRM Practices	& Employee Performance	None	Positive relationship	Public Sector	Malaysia
06	Shaukat,et al (2015)	HRM Practices	Employee Performance	None	Positive relationship	Public Sector	Pakistan
07	Samuel and Esther (2013)	Compensation	Employee Performance	None	Moderately positive	Public Sector	Kenya
08	Agarwala et al. (2014)	Work life-conflict	Employee commitment	Managerial support	Positive relationship	Public Sector	India, Peru, and Spain
09	Abdul hamed et al., (2014)	Compensation	Employee performance	None	No significan effect	Private Sector	Pakistan
10	Rizal et al., (2014)	Compensation	Employee performance	Organizational commitment & motivation (mediator)	No direct effect on employee performance	Public Sector	Nil

11	Hafeez (2015)	Training	Employee performance	None	Positive relationship	Private Sector Pharmaceutical Industry in Karachi	Pakistan
12	Marwat (2010)	Training Compensation	Employee performance	None	Positive relationship	Private Sector Telecom Industry	Pakistan
13	Munjuri (2011)	Training, performance related pay	Employee performance	None	Positive relationship	Public Sector Institutes of higher learning	Kenya
14	Tabiu & Nara (2012)	Recruitment and selection	Employee performance	None	Positive relationship	Public Sector Institutes of higher learning	Nigeria
15	Saleem & Khurshid (2014)	Recruitment and selection	Employee performance	None	Positive relationship	Private Sector Banking Industry	Pakistan
16	Poursafar., et al (2014)	Performance appraisal	Task performance	Organizational commitment & organizational support (mediator)	No direct relationship	Gas company in Gilan	Iran
17	Poursafar., et al (2014)	Performance appraisal	Contextual performance	Organizational commitment & organizational support (mediator)	No direct relationship	Gas company in Gilan	Iran
18	Aroosiya and Ali (2014)	Job design	Employee performance	None	Positive nexus	Public Sector School Teachers in the Kalmunai zone	Sri LanKa
19	Prieo-Pastor & Martin-Parez (2015)	HRM Practice	Ambidextrous learning	Management Support	Positive nexus	Public Sector	Spain
20	Karatep and Killic (2015)	Work-Family conflict	Emotional, Exhaustions	Management Support	Positive nexus	Private Sector	Turkish Republic of

			turn over intention				Northern Cyprus
21	Sawang (2010)	Job Satisfaction	Psychological strain	Management support (mediator & moderator)	Positive nexus	Private Sector	Thailand
22	Yunus et al., (2013)	Green IT Adoption	Environmental Sustainability	Top management enforcement	Positive relationship	Public Sector	Malaysia
23	Khalid et al, (2015)	Job Stress	Job Performance	Supportive Leadership	Positive relationship	Public Sector Education Institution	Pakistan
24	Vermeeren (2014)	HRM Practices	improved financial outcomes & organizational outcomes	Job Satisfaction (mediator)	Negative effect on job stress	Public Sector Health care organization	Netherland d
25	MPhil, et al (2014)	HRM(T & D) Practices	Employees Performance	None	Positive nexus	Private Sector Banking Sector	Pakistan
26	Mohammed & Abdul Hameed (2015)	HRM Practices	Employ work related altitude	None	Positive relationship	Public Sector Health Institution	Tricy
27	Hameed & Waheed (2011)	Employee Development	Employee Performance	None	Positive relation	Public Sector Information Technology	Pakistan
28	Ko et al (2013)	Work Practices & Job Satisfaction	Organizational Performance	Management support	Positive nexus	Private Sector	USA
29	Mihalache (2012)	Offshoring	Firm,innovatio n,(R&DandEng ring)	Management team Attribute	Positive relationship	Private Sector	Netherlan d
30	Finkelstein & Hambrick (2013)	Top management Team	Organization outcome	Managerial Discretion	Mixed Nexus	Private Sector	Nil

31	Mohammed & Hameed 2014	HRM	Employee work related attitude	None	Positive nexus	Private Sector	Pakistan
32	Zahoor,et al, (2015)	HRM practices	Employee & Performance	None	Positive relation	Telecom Sector	Pakistan
33	Sophia & Anastasun (2014)	Recruitment comunication	Job advert	None	Positive relation	Private Sector	Greece
34	Hameed et al (2014)	Compensation	Employee performance	None	Positive relationship	Banking Sector	Pakistan
35	Pohler (2010)	Union and Employee	Organization outcome	Management Response	Positive relationship	Public Sector Education Institution	Alberta Canada
36	Sheik et al. (2014)	training and development, performance related pay, team- work, job design, and autonomy	employee, organizational and financial outcomes in	Employee satisfaction (mediator)	Positive nexus	Public and Private Sector	Bahawal pur
37	Erabas et al. (2014)	Performance appraisal influence	Employee performance	None	Positive Relationship	Private Sector Industrial cooling management	Turkey
38	Munjuri (2011)	HRM	Employee performance	None	Positive Relationship	PublicSector Institutes of higher learning	Kenya
39	Tabiu & Nuru (2013)	HRM Practices	Employee Job Performance	None	Mixed Findings	Public Sector Istitution of higer learning	Nigerian

40	Kehoe & Wright (2013)	HP,HR practices	Employee's Attitudes & Behavior	Affective organizational commitment (mediator)	Positive nexus	Public Sector	
41	Amin et al. (2013)	Training Development	& Employee Performance	None	Positive relationship	Public Sector Isfahan regional electric company	Nil
42	Schuler & Jaction (2012)	HRM Practices	Organization effectiviness	None	Mixed Findings	Private Sector	Lancaster UK
43	Marwat (2010)	HRM	Employee performance	None	Positive Relationship		
44	Samnani & Singh (2013)	Zero-sum performance enhancing compensation systems	Employee productivity	Workplace bullying, stress & individual competition (mediators)	Positive nexus		
46	Falola et al., (2014)	Training Development	& Employee Performance	None	Strong relationship		
47	Samnani & Singh (2013)	Zero-sum performance enhancing compensation systems	Employee productivity	Workplace bullying, stress & individual competition (mediators)	Positive nexus		
48	Alfes et al. (2013)	Perceived HR practices & perceived line manager behavior	& Employee Task Performance	Employee engagement (as mediator)	Positive relationship		
49	Muduli (2015)	selective staffing, extensive training, internal	Organizational performance	HRD Climate (mediator)	Positive nexus		

		mobility, job security, clear job description, result-oriented appraisal, incentive reward, participation, teamwork and flexibility					
50	Vermeeren et al. (2014)	training and development, performance related pay, team- work, job design, and autonomy	employee, organizational and financial outcomes in	Employee satisfaction (mediator)	Positive nexus		
51	Mohamed & Abdul Hameed (2014)	HRM	employee work-related attitudes	None	Positive nexus		
52	Koa & Smith-Waltera (2013)	HRM	Organizational performance	Work attitudes	Positive nexus		
53	Waiganjo, Mukulu, &Kahiri (2012)	SHRM	Firm	Competitive strategies	Positive nexus		
54	Savanevicience & Stankeviciute, (2012)	HRM practices	Employee Performance	None	Mixed nexus		

55	Avanesh (2011)	Succession planning	Firm performance	None	Positive nexus		
56	Vermeeren et al. (2014)	training and development	employee, organizational	Employee satisfaction (mediator)	Positive nexus		
57	Alfes et al. (2013)	Perceived HR practices & perceived line manager behavior	& Employee Task Performance	Employee engagement (as mediator)	Positive relationship		
58	Muduli (2015)	selective staffing, extensive training, internal mobility, job security, clear job description, result-oriented appraisal, incentive reward, participation, teamwork and flexibility	Organizational performance	HRD Climate (mediator)	Positive nexus		
59	Mozael (2015)	Training design, delivery style & on-the-job and off-the job training	Employee performance	Training and Development (mediator)	Nexus		

60	Elnaga, Imran & Imran (2013)	Training	Employee & Performance	None	Positive nexus		
61	Lam et al., (2002)	Employee involvement	Employee performance	Allocentrism/Idiocentrism, Self-Efficacy,	Positive relationship		
62	Singh et al., (2010)	Performance appraisal	Employee performance	Non	Positive relationship		
63	Owoyemi & George (2013)	Performance appraisal	Employee performance	None	Significant correlation		
64	Mir & Ahmed (2014)	Performance appraisal	Employee performance	None	Positive relationship		
65	Oluigbo and Anyiam (2014)	Compensation	Employee Performance	None	Positive influence		

Appendix C: Pilot Test Output

Scale: RS

Reliability Statistics

Cronbach's Alpha	N of Items
.734	6

Item Statistics

	Mean	Std. Deviation	N
RS1	3.79	.927	33
RS2	3.18	1.158	33
RS3	3.73	.977	33
RS4	3.39	1.116	33
RS5	3.88	.893	33
RS6	4.24	.708	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
RS1	18.42	10.752	.503	.687
RS2	19.03	11.343	.255	.770
RS3	18.48	10.195	.565	.668
RS4	18.82	10.028	.481	.695
RS5	18.33	10.729	.538	.679

RS6	17.97	11.343	.593	.677

Scale: TD

Reliability Statistics

Cronbach's Alpha	N of Items
.702	6

Item Statistics

	Mean	Std. Deviation	N
TD7	4.15	.795	33
TD8	4.09	.723	33
TD9	4.09	.678	33
TD10	3.70	.810	33
TD11	3.94	.899	33
TD12	3.81	.949	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TD7	19.63	7.872	.245	.718
TD8	19.68	7.341	.443	.661

TD9	19.69	7.454	.455	.660
TD10	20.08	6.459	.604	.607
TD11	19.84	7.029	.369	.686
TD12	19.97	6.218	.524	.631

Scale: CP

Reliability Statistics

Cronbach's Alpha	N of Items
.757	5

Item Statistics

	Mean	Std. Deviation	N
C13	3.30	1.104	33
C14	2.73	1.257	33
C15	3.24	1.173	33
C16	3.67	1.267	33
C17	3.00	1.250	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C13	12.64	13.301	.510	.720
C14	13.21	12.360	.530	.712

C15	12.70	12.530	.567	.699
C16	12.27	12.392	.519	.716
C17	12.94	12.621	.500	.723

Scale: PA

Reliability Statistics

Cronbach's Alpha	N of Items
.805	5

Item Statistics

	Mean	Std. Deviation	N
PA18	3.58	1.200	33
PA19	3.03	1.238	33
PA20	3.73	1.153	33
PA21	3.21	1.166	33
PA22	3.42	1.032	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PA18	13.39	11.616	.715	.727
PA19	13.94	12.746	.523	.790
PA20	13.24	12.561	.613	.761

PA21	13.76	13.810	.430	.815
PA22	13.54	12.690	.700	.739

Scale: SP

Reliability Statistics

Cronbach's Alpha	N of Items
.927	11

Item Statistics

	Mean	Std. Deviation	N
SP23	3.48	.964	33
SP24	3.25	1.118	33
SP25	2.97	.984	33
SP26	3.52	1.004	33
SP27	3.42	1.001	33
SP28	3.27	.944	33
SP29	3.40	1.114	33
SP30	3.37	1.269	33
SP31	3.42	1.062	33
SP32	3.33	.957	33
SP33	3.39	.998	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SP23	33.36	64.796	.660	.922
SP24	33.58	63.077	.656	.923
SP25	33.87	64.008	.698	.921
SP26	33.32	62.991	.751	.918
SP27	33.41	65.242	.602	.925
SP28	33.56	63.177	.793	.917
SP29	33.43	61.270	.772	.917
SP30	33.46	60.068	.727	.920
SP31	33.41	62.407	.742	.919
SP32	33.50	63.915	.728	.919
SP33	33.44	64.724	.638	.923

Scale: TPP

Reliability Statistics

Cronbach's Alpha	N of Items
.742	26

Item Statistics

	Mean	Std. Deviation	N

EPTP34	3.60	.855	30
EPTP35	4.07	.828	30
EPTP36	2.74	1.171	30
EPTP37	2.48	1.380	30
EPTP38	2.34	1.183	30
EPTP39	3.30	1.208	30
EPTP40	4.10	.607	30
EPTP41	4.17	.834	30
EPTP42	4.13	.819	30
EPTP43	2.60	1.354	30
EPTP44	4.00	.830	30
EPTP45	3.97	.850	30
EPTP46	2.70	1.264	30
EPCP47	4.00	.830	30
EPCP48	4.23	.430	30
EPCP49	4.33	.479	30
EPCP50	4.07	.640	30
EPCP51	3.93	.583	30
EPCP52	4.21	.663	30
EPCP53	4.30	.535	30
EPCP54	4.30	.535	30
EPCP55	3.93	.785	30
EPCP56	3.89	.803	30
EPCP57	4.23	.480	30
EPCP58	4.15	.730	30
EPCP59	4.23	.607	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EPTP34	94.39	63.714	.237	.737
EPTP35	93.93	67.057	-.005	.751
EPTP36	95.26	60.466	.321	.731
EPTP37	95.51	63.512	.103	.755
EPTP38	95.65	59.831	.352	.728
EPTP39	94.69	58.389	.424	.722
EPTP40	93.89	62.505	.500	.725
EPTP41	93.83	61.738	.400	.726
EPTP42	93.86	61.944	.392	.727
EPTP43	95.39	55.439	.516	.712
EPTP44	93.99	62.925	.308	.732
EPTP45	94.03	65.597	.099	.745
EPTP46	95.29	69.249	-.151	.774
EPCP47	93.99	59.815	.558	.716
EPCP48	93.76	63.772	.541	.728
EPCP49	93.66	65.500	.251	.737
EPCP50	93.93	62.768	.444	.727
EPCP51	94.06	62.276	.550	.723
EPCP52	93.78	61.607	.541	.721
EPCP53	93.69	64.040	.391	.731
EPCP54	93.69	63.281	.483	.727
EPCP55	94.06	63.272	.303	.733
EPCP56	94.10	64.510	.196	.739
EPCP57	93.77	67.022	.054	.744
EPCP58	93.84	65.765	.117	.743

EPCP59	93.77	67.646	-.034	.749

Scale: MS

Reliability Statistics

Cronbach's Alpha	N of Items
.887	6

Item Statistics

	Mean	Std. Deviation	N
MS60	3.64	.929	33
MS61	3.21	1.139	33
MS62	3.39	.933	33
MS63	3.03	1.075	33
MS64	3.12	1.023	33
MS65	3.06	.966	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MS60	15.82	18.472	.538	.891
MS61	16.24	15.257	.796	.851
MS62	16.06	17.193	.720	.865
MS63	16.42	15.879	.771	.855
MS64	16.33	16.356	.753	.859

MS65	16.40	17.562	.635	.877

Appendix D: Publications from the Ph.D. research

1. Determinants of Employee Performance in Embryonic Economy. Published in Journal Studia Negotia Vol 63, no 4 December 2016.
2. Management Support As A Moderator in The Hr Practices employee Performance Relationship. Published in International Journal of Management Research & Review, IJMRR/Jan. 2017/ Volume 7/Issue 1/Article No-3/13-27.
3. Establishing HR practices-employee performance relationship through literature Survey. Published in Journal of Advanced Research in Business and Management Studies, ISSN: 2462-1935, Available online 21 February 2017.
4. Moderating role of management support on the relationship between HR practices and Employee performance. International Review of Management and Marketing, (IRMM). (Scopus Journal) Accepted for publication in IRMM for the next issue (April 2017).

Appendix E: PLS-SEM OUTPUT

PLS-SEM OUTPUT

Measurement Model

	AVE	Composite Reliability	Cronbachs Alpha	COMP	EP	MS	PA	RS	SP	TD
COMP	0.734926	0.846316	0.657039	0.857278						
EP	0.602567	0.900151	0.866867	-0.1084	0.776252					
MS	0.597705	0.898886	0.865687	-0.06056	0.770472	0.773114				
PA	0.661215	0.905197	0.864137	-0.10682	0.500943	0.514606	0.813151			
RS	0.544925	0.856057	0.790291	-0.22501	0.570135	0.51113	0.560721	0.73819		
SP	0.567127	0.866345	0.810941	-0.10289	0.517181	0.487099	0.657209	0.617664	0.753078	
TD	0.688865	0.812902	0.585989	0.111281	0.201985	0.119514	0.159168	-0.01616	-0.01445	0.829979

	COMP	EP	MS	PA	RS	SP	TD
CP1	0.925468						
CP3	0.783173						
EP18		0.72549					
EP21		0.811928					
EP24		0.637176					
EP3		0.861811					
EP5		0.778487					
EP8		0.821636					
MS1			0.745401				
MS2			0.839283				
MS3			0.80822				
MS4			0.720874				
MS5			0.77368				
MS6			0.744817				
PA1				0.818597			
PA2				0.797231			
PA3				0.910753			
PA4				0.584342			
PA5				0.910753			
RS1					0.787957		
RS2					0.823609		
RS3					0.717333		
RS4					0.676676		
RS5					0.673025		
SP1						0.657932	
SP2						0.814513	
SP3						0.831519	
SP4						0.654505	
SP5						0.787101	
TD3							0.708295
TD4							0.935975

	COMP	EP	MS	PA	RS	SP	TD
CP1	0.925468	-0.11089	-0.08951	-0.09667	-0.23193	-0.0623	0.06257
CP3	0.783173	-0.06756	0.007484	-0.08726	-0.13735	-0.13462	0.153493
EP18	-0.06568	0.72549	0.539345	0.330662	0.408715	0.264091	0.213789
EP21	-0.02497	0.811928	0.572359	0.365931	0.442668	0.47484	0.04962
EP24	-0.09409	0.637176	0.372754	0.342897	0.293096	0.407725	0.096846
EP3	-0.115	0.861811	0.69442	0.506786	0.541901	0.430513	0.143895
EP5	-0.15293	0.778487	0.641521	0.394873	0.427587	0.403832	0.25012
EP8	-0.051	0.821636	0.69165	0.377427	0.494307	0.435897	0.169582

MS1	-0.11742	0.459	0.745401	0.405305	0.402031	0.323828	0.152552
MS2	-0.03199	0.743916	0.839283	0.432215	0.36942	0.349075	0.112182
MS3	-0.112	0.671551	0.80822	0.45548	0.448797	0.467254	-0.02562
MS4	0.014359	0.581478	0.720874	0.320551	0.373841	0.449575	0.066936
MS5	-0.06275	0.512487	0.77368	0.346034	0.402778	0.338704	0.132886
MS6	0.023001	0.527328	0.744817	0.419788	0.387907	0.316086	0.154572
PA1	-0.12199	0.429321	0.353635	0.818597	0.355543	0.438234	0.065897
PA2	-0.18337	0.420231	0.341494	0.797231	0.468975	0.523074	0.055266
PA3	-0.03281	0.415112	0.504911	0.910753	0.465209	0.594639	0.217978
PA4	-0.05494	0.342651	0.381978	0.584342	0.540529	0.519581	0.084629
PA5	-0.03281	0.415112	0.504911	0.910753	0.465209	0.594639	0.217978
RS1	-0.19705	0.476196	0.475814	0.348205	0.787957	0.375398	-0.04585
RS2	-0.19591	0.506859	0.389617	0.49921	0.823609	0.52772	-0.00185
RS3	-0.18786	0.338987	0.363401	0.345211	0.717333	0.425698	-0.17545
RS4	-0.10234	0.390585	0.334853	0.482935	0.676676	0.525744	0.112785
RS5	-0.13954	0.355955	0.306085	0.390087	0.673025	0.435801	0.03741
SP1	-0.07672	0.317134	0.301856	0.485701	0.532798	0.657932	-0.03854
SP2	-0.03977	0.445446	0.434675	0.562152	0.350327	0.814513	0.108774
SP3	-0.10795	0.441746	0.32575	0.477998	0.526273	0.831519	-0.11602
SP4	-0.17266	0.212862	0.261616	0.402164	0.467374	0.654505	-0.17443
SP5	-0.04622	0.447587	0.464293	0.533704	0.506107	0.787101	0.070337
TD3	0.028506	0.104004	-0.00368	0.105169	-0.03259	-0.02898	0.708295
TD4	0.12925	0.208533	0.155915	0.152752	-0.00457	-0.00417	0.935975

Structural Model

Constructs	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)	Pvalue
COMP -> EP	-0.01201	-0.02004	0.039808	0.039808	0.301717	0.763
PA -> EP	0.126493	0.129585	0.090982	0.090982	1.390306	0.166
RS -> EP	0.367229	0.363738	0.05628	0.05628	6.525079	0.000
SP -> EP	0.21086	0.213973	0.057887	0.057887	3.642591	0.000
TD -> EP	0.189969	0.191737	0.038935	0.038935	4.879084	0.000

Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation				
R-squared	Included	Excluded	f-squared	Effect size
Recruitment and selection	0.421	0.349	0.124	Small
Training and development	0.421	0.388	0.057	Small
Compensation	0.421	0.421	0.000	None
Sucession planning	0.421	0.402	0.033	Small
Performance Appraisal	0.421	0.413	0.014	Small

Moderating Effect					
	Original Sample (O)	Standard Error (STERR)	T Statistics (|O/STERR|)		
COMP * MS -> EP	-0.16374	0.097998	1.670801	0.09584	
PA * MS -> EP	0.199889	0.078295	2.55301	0.011192	
RS * MS -> EP	-0.12575	0.121129	1.038134	0.300072	
SP * MS -> EP	-0.29066	0.163309	1.779801	0.076156	
TD * MS -> EP	0.014632	0.054853	0.266745	0.789855	

Rsquare	0.421			
	Predictive Relevance			
	Total	SSO	SSE	1-SSE/SSO
	EP	1746	1316.421	0.246036

Strength of the Moderating Effects				
	Included	Excluded	f-squared	Effect size
R-squared	0.754	0.660	0.382	Large